Chapter 3

ENGLISH LANGUAGE TEACHING : A BRIEF PROFILE

Introduction

In this chapter, the researcher gives a detailed account of English language teaching. There are five sub-chapters under this chapter. The sub-chapters are:

1. Introduction to Teaching English
2. Teaching Basic English Grammar
3. Common Errors in English
4. Pronunciation: An Important Issue
5. Methods of Teaching and the Teacher’s Role.

3.1 Introduction to Teaching English

After passing Higher Secondary, the students come to undergraduate level and meanwhile they are much matured and they understand and grasp much better than earlier. So at this level, before teaching the language students are to be given some primary ideas about English. They should be informed that there are varieties of English and not a single type of English is used throughout the world. First of all it can be said that English is a language divided by two countries namely, England and America. In England, one type of English is used while in America, another type of English is used and there are differences between these two varieties. It can be observed clearly in vocabulary, spelling and pronunciation. The English used in England is called British English and the English used in America is called American English. Students should be given the idea that British English is used in
India and in many other countries of the world. And in British English also there are dialects and only one dialect is taken as the standard language which is used as official language of England and that one is followed by India and other countries of the world.

In the Middle English period, there were four dialects namely, Northumbrian, Southern, Kentish and the East midland dialects. Out of these four dialects, the East midland dialect was taken as the standard language of England. In this regard, a small history may be referred to students. In 878, King Alfred defeated the Vikings and the Government of Southern England came to be established in London which later became the capital of the whole of Britain. Thus the English spoken in London and the East Midland was gradually adopted as the official variety of English. And as time passed by, this dialect became the ‘standard’ language – the form of English generally accepted for use in Government, the law, business, education and literature. So it is a historical incident. It is said if Vikings, who held the north of England, had defeated the King Alfred, the capital of Britain might be York and the standard English language would be a very different kind of English.

Students should also be given the idea that dialects are not the corrupted forms of a language spoken by ignorant people who make mistakes because they have not learnt correct grammar. A standard language is not linguistically better than other dialects. It is simply the dialect that has been adopted for official purposes such as Government and education. All other English dialects also have grammar that are rich and systematic as Standard English even though it may be very different. For example, I bain’t ready = I’m not ready. Can ye no help me? =
Can’t you help me? She’s after telling me = She’s told me. I ain’t done nothing = I have not done anything. Another example is, ‘He don’t like it’ or ‘I wants a rest’ (Michael Swan). In Honours classes, these are discussed but in pass course classes these things are not discussed normally. Students should know that all the Standard languages are basically dialects. In Bengali, there are dialects and in Hindi also, there are dialects which the students know.

It is very essential for the students that they should know the difference between British English and American English otherwise there will be spelling mistakes. It is often found that students write ‘color’ and ‘center’ without knowing that these are American words. So the teachers should inform them about the peculiarities of American English. In American English ‘W’ is pronounced as ‘W-U’ and ‘Z’ is pronounced as ‘Zee’. Double letters in a word are pronounced separately. The Americans do not say ‘double –s’ or ‘double-l’. They say, ‘s’ ‘s’ or ‘l’ ‘l’ separately e.g. class, pillar etc. Some rules are given here to distinguish British English from American English.

1. The words ending with |-our | in English of England are only |-or | in American English. For example, colour – color, labour – labor, favour – favor, humour – humor etc.

2. The words ending with |-re | in British English are |-er | in American English. For example, centre-center, theatre-theater, fibre-fiber, litre-liter etc.

3. The double consonants in the middle of the words or in some other parts in British English are single consonant in American English. For example, accommodation-accomodation, traveller-traveler, programme-program. But
the word ‘pillar’ is same in American English. Some words must have migrated from America to England or vice-versa. For example, past participle of ‘forget’ is ‘forgotten’ in American English but it is used in British English also.

4. In British English, |-r | or |-re| is not pronounced when they are at the end of the words but they are pronounced in American English.

5. In abbreviations, full stops are not used in British English but full stops are used in American English. For example, MA-M.A., MBBS-M.B.B.S.

6. A.M. and P.M. are used in American English while a.m. and p.m. are used in British English. But here we find full stops. Without full stops ‘am’ looks auxiliary verb and p.m. is made equal to a.m. This is the assumption of this researcher. Diana Lea, managing editor, ELT Dictionaries and reference grammar gave the same opinion while contacted. This may be usage. In addition to the above, some words are listed below for clear understanding.

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeroplane</td>
<td>Airplane</td>
<td>Cheque</td>
<td>Check</td>
</tr>
<tr>
<td>Anaesthesia</td>
<td>Anesthesia</td>
<td>Curriculum vitae</td>
<td>Resume</td>
</tr>
<tr>
<td>Analyse</td>
<td>Analyze</td>
<td>Engaged</td>
<td>Busy</td>
</tr>
<tr>
<td>Angry</td>
<td>Mad</td>
<td>Enrol</td>
<td>Enroll</td>
</tr>
<tr>
<td>Any where</td>
<td>Any place</td>
<td>Film</td>
<td>Movie</td>
</tr>
<tr>
<td>Biscuits</td>
<td>Cracker, Cookie</td>
<td>Flat</td>
<td>Apartment</td>
</tr>
<tr>
<td>Catalogue</td>
<td>Catalog</td>
<td>Gynaecology</td>
<td>Gynecology</td>
</tr>
</tbody>
</table>

49
<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbag</td>
<td>Purse</td>
<td>Programme</td>
<td>Program</td>
</tr>
<tr>
<td>Holidays</td>
<td>Vacation</td>
<td>Railway</td>
<td>Rail road</td>
</tr>
<tr>
<td>Jug</td>
<td>Pitcher</td>
<td>Realise</td>
<td>Realize</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Attorney</td>
<td>Rubber</td>
<td>Eraser</td>
</tr>
<tr>
<td>Lift</td>
<td>Elevator</td>
<td>Shop</td>
<td>Store</td>
</tr>
<tr>
<td>Lorry, Van</td>
<td>Truck</td>
<td>Skilful</td>
<td>Skillful</td>
</tr>
<tr>
<td>Mad</td>
<td>Crazy</td>
<td>Sweets</td>
<td>Candy</td>
</tr>
<tr>
<td>Organise</td>
<td>Organize</td>
<td>Toilet</td>
<td>Bathroom</td>
</tr>
<tr>
<td>Paediatrics</td>
<td>Pediatrics</td>
<td>Torch</td>
<td>Flash light</td>
</tr>
<tr>
<td>Pavement</td>
<td>Sidewalk</td>
<td>Trouser</td>
<td>Pant</td>
</tr>
<tr>
<td>Petrol</td>
<td>Gas</td>
<td>Tyre</td>
<td>Tire</td>
</tr>
</tbody>
</table>

**N.B.** ‘Enrol’ and ‘Skilful’ are completely opposite. Single ‘I’ is in British English and double ‘I’ are in American English.

Nowadays, Indian people are using the above words without caring much about the distinction between the American and the British English. It should be pointed out that in Computer, the language used is American. However, it can be converted into British English also. In Honours course, peculiarities of American English are included in the syllabus but it should be explained to Pass Course level students also in brief otherwise majority of the students will remain in dark.
The syllabus is designed in such a way that the pass course level students are required to study Prose, Poetry, Grammar and Compositions & sometimes Drama or Novel. But before teaching all these, teachers should give an introduction to the language which the students may not know as they were not told earlier. Students are to realise that these are new things and the particular teacher and the class will be very interesting to them while teaching English. The teacher should keep in mind that he should speak English only so that the student listen and learn it. To learn a language, listening and speaking both are equally important. Students are to be taken into confidence that they can learn and speak English just by listening as they learnt their mother tongue. They know that they were born without a language but gradually they learnt a language which is their mother tongue only by listening it from their mother and dear and near ones. Therefore, listening and speaking skill has been introduced by Assam Higher Secondary Education Council. The skill is to be continued to degree classes also side by side with the prescribed syllabus.

It is observed that the under graduate students in the Colleges of Barak Valley cannot or do not speak English because most of them hailed from vernacular medium schools and they do not have the habit of speaking English. Unless they do so they cannot learn speaking. Hence they should be compelled to speak English. The teacher may arrange for a spoken English class where each student is to speak or try to speak English. They should be encouraged to speak English even it might be right or wrong initially. No student is to be discouraged even he or she may be zero-based. This is very important because most of the students come from vernacular medium schools and their level of understanding
and speaking is very poor. These students feel very uncomfortable when they are asked or required to speak English.

It is to be kept in mind that the teacher’s role is very important as the students follow the teacher. A teacher of English should not utter a single word other than English for the sake of students. But it has been found that some of the College teachers deliver their lectures in local languages. It very often happens other than English classes although the medium of instruction is English. Only speaking or listening English in English classes is not sufficient. Students should listen English in other subjects also. Some Science teachers might think that the subject matter is important and hence they prefer local language. The result is that the students become gradually weak in speaking and side by side teachers also become weak in speaking English. Ultimately, they suffer in the greater field where there is no alternative to English language. Hence a teacher of other subject can help improving the speaking skill of students by delivering the lectures in English.

Finally, the basic knowledge of the students may be tested. The teachers may test the students and understand their base in English and teach them according to their level of understanding. Grammar teaching should be started from alphabet as English grammar starts from alphabet. /A/, /I/ and /O/ are three letters but they are also words and hence ‘parts of speech’. ‘A’ is adjective, ‘I’ is pronoun and ‘O’ is interjection. The teacher should proceed very systematically as many chapters are not included in the syllabus. Hence the teacher should give a revision of the chapters which are not prescribed in the syllabus. This introduction to teaching English is not only applicable to teachers of Colleges of Barak Valley.
but also to teachers who teach English at any other level and in other parts of Assam and the country.

In the above discussion, some preliminary information about English is given. Students’ confusion about the use of vocabulary, British English and American English, standard English, students’ weakness in speaking and writing English correctly or their lack of knowledge of Basic English grammar, emphasis on listening and speaking etc. are also discussed. Teachers are also given some guidelines to teach grammar. Absence of deliberations in English in other subjects particularly in Science subjects by Science teachers is also mentioned.

3.2 Teaching Basic English Grammar

We know that grammar controls a language. English is not an exception and hence the study of grammar is very important. Without proper knowledge of grammar, no one can write or speak the language correctly. English grammar is smaller than that of many other languages like Sanskrit, Hindi, Bengali etc. English has only 26 letters and with these letters the language goes. Of course, there are small letters and capital letters but many of them are of same shape. Any learner can learn the letters within a very short time. But it takes sufficient time to learn the letters of other languages like Chinese, Sanskrit, Hindi, Bengali or South Indian languages. Hence a learner can learn English easily. This is one of the reasons that English has flourished all over the world and has become International language. Therefore, English is taught and learnt everywhere with sincere effort. But many teachers are indifferent to teaching English grammar and many students also do not
show interest in learning grammar. The result is that there are common errors in writing and speaking this language.

Grammar is a big field of study. Hence Rhetoric, Prosody, Phonetics and other linguistic rules are not included in this research study. Normally the Basic Grammar which are necessary for writing and speaking the language correctly are prescribed in the syllabus. In Assam University, Silchar, 50% of the marks are allotted to grammar in degree first semester General English syllabus. By Basic English Grammar, the researcher means the following chapters: Use of Vowels and Consonants, Words and Sentences, Use of Capital Letters, Subject and Predicate, Parts of Speech, Objects, Strong Verbs and Weak Verbs, Correlatives, Gender, Number, Person, Case, Mood, The Infinitive, Gerund and Verbal Noun, Participles, Auxiliary Verbs and Modal Verbs, Affirmative and Negative sentences, Interrogative sentences and Formation of Questions, Determiners including Articles, Tense, Quasi-passive Verb, Voice, Narration (Direct and Indirect Speech), Degree of Comparison, Kinds of sentences – I (Assertive, Interrogative, Imperative, Optative and Exclamatory), Kinds of sentences – II (Simple, Complex, Compound and their transformation), Synthesis of sentences, Clause and its analysis and difference with Phrase, Subject-verb agreement (Concord), Sentence pattern and Word order. Vocabulary is also related to grammar and hence the following chapters are also included in the discussion: Word formation, Phrases and Idioms, Group Verbs, Homonyms, Appropriate prepositions, Substitution of English Words, Correction of sentences. Correction of sentences is a chapter based on all the above chapters. From School level to Degree pass course level, some of the above chapters are normally prescribed for study.
The journey of grammar starts from the ‘alphabet’ and ends with written composition. Here the researcher’s concern is to deal with grammar and not with composition. Composition is a matter of practice. Unless a student is fully aware of Basic Grammar, the particular student cannot write compositions correctly. The above mentioned chapters are analysed here for better understanding of both the teachers and the students. A teacher is to teach grammar systematically. Hence it is wise to start from the chapter, ‘Vowels and Consonants’

3.2.1 Vowels and Consonants

English grammar actually starts from its alphabet. The word ‘alphabet’ which means the letters of a language is derived from the Greek letters, ‘alpha’ and ‘beta’. The word ‘alphabet’ is plural while the word ‘letter’ is singular. So none should write ‘alphabets’ which is wrong. There are three letters |a|, |i| and |o| which are not only letters but also words which is discussed earlier.

Letters are divided into two sections: (1) Vowels and (2) Consonants.

1) **Vowels:** |a|, |e|, |i|, |o| and |u| are vowels.

2) **Consonants:** 21 letters are consonants of which ‘W’ and ‘Y’ are called semi-vowels. But these two letters are used as consonants although they sound like vowels e.g. wet, yet etc.

- If two vowels or vowel sounds are found in a word, then it is called ‘Dipthong’ e.g. hair, fair, about, boy (b i), toy (t i), etc.
- If three vowels or vowel sounds are found together in a word, then it is called ‘Triphong’ e.g. beautiful.
• Each word has one or more units that are pronounced. These units are called ‘Syllables’. If a word has only one syllable (unit), then it is called a ‘Monosyllabic’ word. e.g. do, go etc. If the word has two syllables, then it is called ‘Di-syllabic’ word. e.g. fool-ish, pas-sage, fel-low etc. If the word has three syllables, then it is called ‘Tri-syllabic’ word e.g. mis-con-duct, in-tens-ive etc. But if the word has more than three syllables, then it is called ‘Poly-syllabic’ word e.g. per-son-fi-ca-tion, in-de-pend-ence, in-ad-mis-sible etc.

3.2.2 Word and Sentence

There is a wrong idea about the definition of word and sentence. Normally it is taught as in some grammar books that a word is a group of letters which gives a meaning and sentence is a group of words which gives a meaning. But these definitions of word and sentence are not perfect. We know that there are three letters in English namely [a], [i] and [o] which are not letters only but they are words also and hence they are parts of speech; ‘a’ is adjective, ‘I’ is pronoun and ‘O’ is interjection. Therefore, the perfect definition of the word is ‘one or more letters are combined to form a word if it gives a meaning’. Similarly, a word can be a sentence e.g. go, do, come, etc. These words may be imperative sentences. Hence the perfect definition of the sentence is ‘one or more words are combined to form a sentence if it gives a complete meaning’. But it should be kept in mind that a ‘phrase’ is also a union of words which gives a sense but not a complete sense. ‘I read in B.A. first year’ is a sentence but ‘after sometime’, ‘with a view to’, ‘during the summer season’ etc. are phrases, not sentences as they do not give a complete
meaning. A ‘Sentence’ has a verb but ‘Phrase’ does not have any verb. Students are to be given some sentences and phrases together so that they can identify which one is a sentence and which one is a phrase.

3.2.3 Use of Capital Letters

There are 26 letters in English but there are Capital letters and small letters. This peculiarity is in English and not in other languages like Sanskrit, Bengali, Assamese, Hindi etc. Hence there are some rules on ‘use of letters’. The rules are as follows:

1. The first letter of the first word of a sentence is Capital letter. e.g. Man is mortal. How are you? etc.
2. The first letter of every line of a poem is capital letter. Although some poets use small letters while composing their poems but this is not widely spread and also not accepted by all.
3. The first letter of proper noun is capital letter e.g. Delhi, London, Ram, Rahim, Brahmaputra, Himalayas etc.
4. Pronoun ‘I’ is always capital wherever it may be in the sentence. e.g. if he comes I shall go.
5. The first letter of the first word within inverted commas is capital. e.g. The teacher said, “Do not make a noise.”
6. The first letter of the ‘title word’ is capital. e.g. He is Mr. Das.
7. The first letter of a language or race or nation is capital. e.g. He speaks English. He is a Bengalee. He is an Indian.
8. The first letter of the day, month or any special day is capital. e.g. Monday, January, Christmas, etc.

9. Creator of the universe and its pronoun start with capital letters. e.g. Human beings are afraid of God as He is omnipotent.

10. Abbreviations take capital letters e.g. HSLC, MBBS, MA, PhD, BC, AD etc. It should be noted that in British English, the abbreviations are without full stops. Full stops are in American English e.g. H.S.L.C., M.B.B.S., M.A., Ph.D. etc.

   It should also be noted that a.m. p.m. and p.a. are having full stops and also in small letters in British English. This is exception. The Latin expression ‘ante meridiem’ is a.m. and ‘post meridiem’ is p.m. Here we find small letters in original expressions and therefore, British English a.m. and p.m. are original and should be used in India. A.M. and P.M. should be avoided as they belong to American English which is not Indian English and Indian English is British English.

3.2.4 Subject and Predicate

   In every sentence there are two parts. The first one is called ‘Subject’ and the second one is called ‘Predicate’.

   • **Subject**: The thing or person that is discussed, described or deal with in a sentence is called the subject.

   • **Predicate**: The part of a sentence containing a verb that makes a statement about the subject of the verb is called the predicate.
‘Raju goes to the college’ is a sentence. Here ‘Raju’ is the ‘Subject’ and ‘goes to college’ is the ‘Predicate’. Here something is spoken about the person ‘Raju’ and what does he do is the ‘verb’ part and the statement about Raju. So the person is ‘Subject’ and the verb part along with the statement is called ‘Predicate’. Some sentences should be given to students for practice so that they can understand and find out the subject and predicate very easily.

3.2.5 Parts of speech

‘Speech’ means somebody’s expression i.e. word or words. In other words, it is a sentence. So the sentence has words. Thus each word in a sentence is called Part of speech. There are eight parts of speech: 1. Noun 2. Pronoun 3. Verb 4. Adjective 5. Adverb 6. Preposition 7. Conjunction and 8. Interjection.

Teachers are to discuss the parts of speech one by one in a way that the learners can develop a conception about each part of speech that they never forget it. Students should not memorise the definitions of parts of speech. They should understand the meaning of each part of speech.

3.2.5.1 Noun: Noun means name. So the name of anything is noun. It may be the name of a person, thing, place or quality.

Noun = Name = Nam (e) = Nam. This sound ‘Nam’ is available in many languages like, Bengali, Hindi, Urdu, Sanskrit, and Assamese. So all the speakers of these languages can easily understand ‘what is noun’. 
3.2.5.1.1 Kinds of Noun


a. Proper Noun: Proper noun is a name of a particular person, place or a thing. Examples are as follows:

1. Mary, Ram, Rahim, Shakespeare, Tagore etc. are names of persons.
2. Kolkata, Delhi, London, Silchar, Karimganj, Hailakandi etc. are the names of places.
3. Tajmahal, Kutub Minar, India Gate, Leaning Tower etc. are the names of monuments.
4. English, Bengali, Hindi, Arabic, French, Russian etc. are the names of languages.
5. The English, The Bengalee, The American, etc. are the names of nations and races.

b. Common Noun: A common noun is a common name given to every person or thing of the same class or kind. Common noun is a word that refers to an object or a thing but it is not the name of a particular person, place or thing. It indicates its class or kind. e.g. man (human being) the cow (class of cows).
c. **Collective Noun:** The noun which indicates many numbers of the same kind
e.g. Cattle, committee, team, poetry, class, army, family, crowd etc. After
collective noun both singular and plural verbs are used.

d. **Material Noun:** The things which can be measured but cannot be counted are
material nouns, e.g. Sugar, Milk, Sand, Iron, Cotton, Gold, Water etc. Material
nouns do not take the plural forms.

e. **Abstract Noun:** It indicates the name of a quality, state or situation e.g.
Honesty, Kindness, Highness, Darkness, Blindness, Freedom, Wisdom etc.
Length, Breadth, Strength, Childhood, Manhood, Friendship, Heroes,
Obedience, Knowledge etc are also Abstract nouns.

**N.B.** Before Abstract noun, no article is used.

3.2.5.2 **Pronoun:** Pro + noun = Pronoun. ‘**Pro**’ means ‘in favour of’ or
‘supporting’ (instead of). Hence the word ‘**pronoun**’ means a word that is
used instead of a noun or noun phrase (Oxford Advance Learner’s
Dictionary) e.g. I, we, me, our, she, him, her, it, they, them, who, what,
which etc. Reena left the university and she never came back. Under
graduate students may compare pronoun = Pro + noun with ‘Pro Vice
Chancellor’ = Pro + Vice Chancellor to understand the meaning of the prefix
‘pro’.
3.2.5.2.1 Kinds of Pronoun


a. **Personal Pronoun**: I, we, you, me, us, he, she, him, her, it, they, them are pronouns which indicate persons are personal pronoun.

b. **Reflexive Pronoun** or **Emphasising pronoun or Emphatic pronoun**: The pronoun which is formed with suffix ‘self or selves’ is called Reflexive pronoun e.g. I did it myself. He killed himself.

c. **Possessive Pronoun**: Mine, ours, his, hers, yours, its are possessive pronouns e.g. This book is mine.

d. **Demonstrative Pronoun**: This, These, That, Those, are Demonstrative pronouns e.g. This is a cat. That is my pen.

e. **Interrogative Pronoun**: Who, what, which, whom, why are Interrogative pronouns e.g. Whom do you want? Who are you? etc.

f. **Relative Pronoun**: Sometimes, who, what, which, that do not indicate questions rather they relate something e.g. This is the book **which** I bought yesterday. Hence these are relative pronouns. Here the word **book** is called the **Antecedent** of the Relative pronoun ‘**which**’.

g. **Indefinite Pronoun**: One, anyone, other, others, another, anybody, anything, some, someone, somebody are Indefinite pronouns e.g. one should do one’s duty.

**Note**: One should do **his** duty (wrong). One should do **one’s** duty (right).
h. **Distributive Pronoun:** Each, either, neither, each other, one another are distributive pronouns e.g. Each of the students will be given a book. Either of you can go. Neither of you should do it.

3.2.5.3 **Verb:** A word that expresses an action or an event is called a verb. Verb = action e.g. He works in this garden. We eat rice. ‘Work’ and ‘eat’ are verbs. I am writing the thesis. ‘Write’ is main verb and ‘am’ is auxiliary verb. There are modal verbs, regular verbs, irregular verbs and defective verbs also. These are discussed separately in ‘Kinds of verb’ chapter. The teacher should discuss all these in detail and students are to understand and not to memorise.

3.2.5.3.1 **Kinds of Verb**

Verbs are of many kinds. But basically the verbs are divided into two parts:

1. Transitive verb
2. Intransitive verb. In a sentence, if the verb has an object, then it is called Transitive verb and if the verb does not have any object, then it is called intransitive verb e.g. I do it (Transitive verb), I am going to college (Intransitive verb). Here ‘it’ is object.

Again there are **Auxiliary verbs and Modal verbs.**

- **Auxiliary Verbs:** am, is, are, was, were, have, has, had, do, does, and did are auxiliary verbs.

- **Modal Verbs:** can, could, may, might, must, shall, should, will, would, ought, need, dare and used are modal verbs. These are also called **defective verbs** because they do not take ‘s’ in third person singular number, they cannot be used as infinitive and they cannot take ‘ing’ when they are in the sentences.
Students are aware of auxiliary verbs but they may not know the modal verbs and their uses.

Examples:

1. I shall help you. (simple future)
2. I will help you. (certainty)
3. He can swim. (ability)
4. May I come in. (permission)
5. It may rain. (possibility)
6. It might rain tomorrow. (less possibility)
7. You should help him. (moral duty)
8. We ought to love our country. (obligation)
9. You must go home. (certainty)
10. You shall get your book tomorrow. (promise)

**Note:** Past tense of ‘shall’ is ‘should’ which is also used as moral sense and past tense of ‘will’ is ‘would’ which is more polite than ‘will’ e.g. Would you give me your pen please.

Also there are strong verbs and weak verbs.

- A verb while forming past tense changes its vowel in its middle position is called strong verb e.g. do – did – done; go – went – gone.
- A verb which takes [-ed], [-d] or [-t] while forming past tense is called weak verb e.g. bend – bent – bent; walk – walked – walked.
According to P.C. Wren and H. Martin, strong verbs are irregular verbs and weak verbs are regular verbs. Students are to read the list of strong verbs and weak verbs which are given in grammar books.

**3.2.5.4 Adjective:** Adjective means a word that describes a person or a thing.

The word which describes the situation, quality, quantity, and number etc. of a noun is called ‘adjective’ e.g. He is a good boy. She has some money. Here ‘good’ and ‘some’ are adjectives.

**N.B.** Determiners i.e. a, an, the, few, a few, the few, little, a little, the little, some, any, many, much, all etc. are adjectives.

‘More’ and ‘Most’ are adverbs e.g. more beautiful, most beautiful. More books are necessary. Here ‘More’ is adjective. **Determiners are not a separate part of speech as they belong to adjective.**

**3.2.5.4.1 Kinds of Adjective**

Adjectives are of five types:

1. **Adjective of quality:** Good, bad, small, big, large, sweet, red, white, honest etc.

2. **Adjective of quantity:** Some, much, little, more.

3. **Adjective of number**
   a. **Definite adjective:** One, two, three etc.
   b. **Indefinite adjective:** Some, many, few, no, several etc. First, second, third etc. are called **ordinals.**
   c. **Distributive adjective:** Each, every, either, neither etc.

4. **Demonstrative adjective:** This, that, these, those etc.

5. **Interrogative adjective:** What, which, whose etc.
3.2.5.5 **Adverb**: Ad + verb = Adverb. It means that something adds to a verb.

One hint we get from the ‘prefix’ that a word that adds information to a verb is called an adverb. But adverb is a word that adds more information about a verb, an adjective or any other adverb e.g. He eats much. He is a very good student. She talks too much. Here ‘**much**’, ‘**very**’ and ‘**too**’ are adverbs.

Here ‘**eat**’ is a verb and ‘**much**’ describes the verb ‘**eat**’. So the word **much** is adverb. The word ‘**good**’ is adjective and the word ‘**very**’ describes the adjective ‘**good**’. Hence ‘**very**’ is adverb. The word ‘**too**’ describes the adverb ‘**much**’ and hence ‘**too**’ is an adverb.

3.2.5.5.1 **Kinds of Adverb**

Adverb can be divided into the following:

1. **Adverb of time**: Now, before, daily, already, late. e.g. He arrived late.
2. **Adverb of frequency**: Always, once, twice, seldom, again, frequently e.g. His father seldom comes here.
3. **Adverb of place**: Here, there etc. e.g. Come here.
4. **Adverb of degree or quantity**: Too, any, quite, very, fully, rather etc. e.g. He was rather happy.
5. **Adverb of manner**: Clearly, bravely, well, hard etc. e.g. The soldiers fought bravely.
6. **Interrogative adverb**: When, why, how, where etc. e.g. When did you come?
7. **Relative adverb**: Interrogative adverb can be used as relative adverb. e.g. Do you know the time when he will come.
3.2.5.6 Preposition

Pre + position = Preposition. ‘Pre’ means ‘before’. Hence one can understand that something takes the position before something. Thus a word sits before a noun or pronoun and forms a relation with other parts of the sentence is called preposition e.g. The book is on the table. He is going to college. He is fond of music. Here ‘on’, ‘to’ and ‘of’ are prepositions.

In the above sentences, the word ‘on’ sitting before the noun ‘table’ forms a relation with other words of the sentence. Again, I agree to your proposal. He is proud of his son. Here ‘to’ and ‘of’ sitting before pronouns ‘your’ and ‘his’ form a relation with other words in the sentences.

A word or a group of words which is used before a noun or pronoun to show its relation with other word or words of the sentence is called a preposition e.g. about, at, after, by, for, in, on, of, to, with, out, into, up, out of, on behalf of etc. are prepositions. Students are to read the list of prepositions again and again where these are used in the sentences.

3.2.5.6.1 Kinds of Preposition

Preposition is divided into three parts:

- **Simple preposition**: At, by, for, from, in, off, on, out, to, up, with, till.

- **Compound preposition**: About, above, across, among, along, around, before, below, beside, beyond, between, inside, outside, within.

- **Phrase preposition**: According to, along with, away from, in lieu of, in addition to, in course of, in front of, on account of, in order to, inspite of, with
a view to, by virtue of, instead of etc. For example, He could not sit for the examination on account of illness.

3.2.5.7 Conjunction: Con + junction. ‘Junction’ normally means where two or more roads or railway lines meet. It is a meeting place. So from the word ‘junction’ the students will have an idea about conjunction. The word or the prefix ‘con’ means ‘trick or game’. Hence a word enters in between two words or sentences and plays the role of a joiner. According to Oxford Advance Learner’s Dictionary, a word that joins words, phrases or sentences is conjunction e.g. and, but, if, because, or, though, where, still, otherwise, while, yet, as if, as well as etc. I like him because he is a good student. He is poor still people respect him. Work hard otherwise you will fail. I entered the room while he was sleeping. Though he is suffering yet he will not complain. He is sleeping as if he were dead. I know where he was born. He as well as his father was present there.

3.2.5.7.1 Kinds of Conjunction

Conjunction is divided into two parts:

1. Coordinating conjunction: And, but, for, or, nor, either… or, neither… nor, not only …but also etc.
   a. Correlative conjunction: Either … or, Neither … nor, Both … and, Not only … but also, Though … yet, No sooner … than etc.
   b. Compound conjunction: So that, as if, as soon as, even if, as though etc.

2. Subordinating conjunction: After, because, if, that, though, although, till, before, as, when, while, where etc.
A conjunction which joins a clause to another clause on which it depends for its full meaning is called subordinate conjunction e.g. you will fail if you do not study hard. He left the place because he could not meet him.

3.2.5.8 Interjection: There are some small words or sounds that express some sudden mental feelings. These words or sounds are called Interjection e.g. Ah! Alas! O! Oh! Hurrah! Bravo! etc. are interjections.

- In fine, a short sound or word spoken suddenly to express an emotion is called Interjection. Alas! She is dead. Ah! What are you telling? Hurrah! We have won the game. O! What a beautiful bird. Oh! You have come again. Bravo! You have done well.

N.B. Interjection has no classification.

After explaining the parts of speech, lastly the teacher should say that all the parts of speech are themselves ‘nouns’ because all are names of parts of speech. Also the students should practise some sentences so that they can identify the parts of speech.

3.2.6 Complement

Sometimes in a sentence, the verb requires a word to express a complete meaning. Such a word is called ‘Complement of the verb or completion of the predicate’. This type of verb is called, ‘Incomplete Predication’.

Both Transitive verb and Intransitive verb have complements e.g. sugar tastes sweet. I consider him honest. Here ‘sweet’ and ‘honest’ are complements.
Complements are of two kinds: 1. Subjective complements and 2. Objective complement

1. **Subjective complement:** When the complement gives information about the subject, then it is called subjective complement. In case of transitive verb, the complement describes the subject e.g. He seems happy, The flower looks beautiful. The words ‘happy’ and ‘beautiful’ are complements.

2. **Objective complement:** When the complement gives information about the object, then it is called objective complement. In case of transitive verb, the complement describes the object e.g. We made him captain. The magistrate found him guilty. Here ‘captain’ and ‘guilty’ are complements.

**Note:** ‘Complement’ should be discussed along with the verb as the chapter is related to verb.

### 3.2.7 Object

What is an object? This question comes first. In the sentence, He writes a letter, if we ask a question what does ‘He’ write? The answer comes ‘a letter’. So the word ‘letter’ is object.

Objects are of two kinds: 1. Direct object and 2. Indirect object

In the sentence, ‘He teaches us English’. If we ask a question, What does ‘He’ teach? the answer is ‘English’. Whom does ‘He’ teach? comes next. So ‘English’ is direct object and ‘us’ is indirect object. Generally the thing is Direct object and the person is Indirect object.
Object is also divided into three parts:

1. **Retained object**: In a sentence, sometimes there are two objects. When such a sentence is converted into the passive voice, any of the objects is made subject and the other object remains in its place. So the object which is not used is called Retained object e.g. He teaches us English. Passive voice is:

   i). English is taught us by him.

   ii). We are taught English by him.

Here in the first sentence, ‘us’ is Retained object and in the second sentence, ‘English’ is Retained object.

2. **Cognate object**: Sometimes we find similarity between the verb and the object in a sentence. It seems that the object comes out of the verb in that sentence. Such object is called Cognate object e.g. (i) He runs a race. (ii) He dreamt a fearful dream (He saw a dream is incorrect) (iii) She sings a sweet song. In the above sentence, race, sleep, dream, song are cognate objects.

3. **Reflexive object**: In a sentence, if the same person or class is both subject and object then, this object is called Reflexive object. It is also called Personal object e.g. He killed himself. I did it myself. The cat seated itself.

Here, himself, myself and itself are Reflexive objects or personal objects.

### 3.2.8 Use of Adjectives and Adverbs

- 1. The flower smells sweet. (sweetly is wrong)
- 2. He looks pale. (palely is wrong)
- 3. It tastes sour. (sourly is wrong)
4. He feels sad.  

- 1. We feel warmly on the subject.  

2. He spoke angrily.  

• **Superior, inferior, senior, junior, prior**, take ‘to’ instead of ‘than’.
  1. As a dramatist, Shakespeare is superior to Marlowe.
  2. Jane is inferior to her sister in intelligence.
  3. I prefer milk to tea.
  4. His death was prior to the Second World War.
  5. He is senior to me.

• **Comparative form.**
  1. Which is the better of the two. (**best** in place of **better** is wrong)
  2. He is the taller of the two. (**tallest** in place of **taller** is wrong)
  3. The population of Kolkata is greater than that of any city in India.

  (Without ‘**that of**’ the sentence is wrong)
  4. Better death than dishonour. (**to** in place of **than** is wrong)
  5. Death is preferable to dishonour. (**than** in place of **to** is wrong)

• **Unique, idea, perfect, complete, universal, entire, extreme, chief, full**
  are not used in comparative form. They are always superlative.
  1. This is the perfect specimen I have seen. (**most perfect**’ is wrong)

3.2.8.1 Adverbs: (Proper use)

1. I haven’t got any. (**none** instead of **any** is wrong)

2. I could not find it anywhere. (**nowhere** instead of **anywhere** is wrong)

3. I can’t see any wit in her. (**no** instead of **any** is wrong)
4. He is very weak. (so instead of very is wrong)

5. He is so weak that he cannot walk. (too instead of so is wrong)

6. He is too weak to walk. (very instead of too is wrong)

7. I don’t know anything whatever of the matter. (nothing instead of anything is wrong)

8. Does she sing well? Certainly she does. (of course instead of certainly is wrong)

3.2.9 Correlatives

The conjunction which is used in pair is called Correlative Conjunction or Correlative which is discussed in ‘Kinds of conjunction chapter’. Examples are:

1. Both … and: Both Ram and Rahim are present.

2. Either … or: Either you sit peacefully or leave the room.

3. Neither … nor: Neither you nor your father came.

4. Not only … but also: He is not only rich but also honest.

5. Whether … or: I don’t know whether the minister will come or not.

6. No sooner … than: No sooner had he reached the station than the train left.

   No sooner did he reach the station than the train left. (then is wrong).

7. So … that: He is so strong that he cannot be defeated.

8. Though … yet: Though he is poor yet he is happy. Though he is poor, he is happy. (Both the sentences are correct).

9. Rather … than: I would rather die than surrender.

10. As … as: He is as strong as lion.

11. Such … as: The teacher gave him such a punishment as he deserved.

12. Other … than: The thief is none other than the night guard.
3.2.10 Gender

Under graduate students understand masculine, feminine and Neuter gender. Male is masculine, female is feminine and which is neither male nor female is neuter gender.

Some examples are given below:

1. Author – Authoress 8. Lad – Lass
7. Horse – Mare 14. Shepherd – Shepherdess

N.B. ‘It’ and ‘this’ are pronouns and they are common and neuter gender

Poet, author and editor are nowadays used as common gender. For example, Kamala Das is a poet. Diana Lea is the Managing Editor of OALD.

3.2.11 Number

Number is of two types: 1. Singular number 2. Plural number

Under graduate students understand number. But in some cases they face problem which are discussed bellow.

- There are some words which are both singular and plural e.g. Cannon, sheep, deer, swine, aircraft, species, pair, dozen, gross, hundred, thousand, lakh (lac), crore, However, hundreds of people, lakhs of people, crores of rupees, millions of people are used. In case of amount of money, Lakh, Crore etc. will
have singular verb. For example, five lakh (rupees) is a big amount. (Oxford Advance Learner’s Dictionary).

Students should look at the following: (‘s’ is not used in the plural)

One hundred, two hundred, one thousand, two thousand, one million, two million, one lakh, two lakh, one crore, two crore, one dozen, two dozen, this deer, these deer, this sheep, these sheep.

- Two lakhs, Two Crores are wrong. (refer common errors chapter)
- There are some nouns which are always plural e.g. Furniture, people, cattle, scissors, spectacles, trousers, riches, alms.
  1. These furniture are beautiful. (Furnitures wrong)
  2. Cattle are grazing in the field. (Cattles wrong)
  3. The people of Bengal are very conscious.

N.B. Normally the word ‘People’ is plural. We know there are smaller tribes or groups living in a place, they are called ‘a people’ e.g. Bodo is a people in Assam. In that case, the word ‘people’ takes plural form. i.e. ‘peoples’. For example, Bodo, Mishing, Reang, Karbi etc are peoples in Assam.

- There are some nouns which look plural but they are singular e.g. News, Mathematics, Physics, Electronics, Economics, Measles, Mumps etc. It is a good news for me. Mathematics is an interesting subject. Mumps is a painful disease. Measles is an infectious disease.

- It should be noted that ‘Number’ is related only to ‘Noun’. All singular and plural numbers are nouns only. Look at the following: Half – halves, Life – lives, Thief – thieves, Calf – calves, Wolf – wolves, Ox – oxen, Mouse – mice,
Louse – lice, Son-in-law – Sons-in-law, Formula – formulae, (Formulas),
Index – Indices, Radius – radii, Axis – axes, Crisis – crises, Phenomenon –
phenomena, Criterion – criteria, Memorandum – memoranda, Basis – bases,
Thesis – theses.

**N.B.** The English – The people of England (plural)

The English – Nation (Singular)

Examples: 1. The English speak English. (Here, people of England)

   The English speaks English. (Here, a single nation)

   The English are a brave nation. (Correct)

2. One year – two years (plural) but Two-year-course, five-year-

   course (singular)

   One rupee – two rupees (plural) but ten-rupee-note (singular)

   One week – two weeks (plural) but six-day-week or five-day-

   week (in offices) (singular)

**N.B.** Students should see the lists of gender and number chapters in grammar book
and observe the transformation minutely.

**3.2.12 Person**

Person is related to noun and pronoun.

- First person – I, we, me, us, our
- Second person – you (singular), you (plural)
- Third person – He, she, they, him, her, them.

I am – we are
You are – you are

He/ She is – they are

Sometimes third person becomes second person e.g.

Ram comes here. (Ram, third person)

Ram, come here. (Ram, second person). Here Ram is addressed.

God helps us. (God, third person)

O God! Help us. (God, second person). Here God is addressed.

3.2.13 Case

The form of noun or pronoun that shows its relation to another word in a sentence is called Case.


1. **Nominative case:** The subject in a sentence is nominative. Nominative case is the form of a noun or pronoun when it is the subject of the verb. For example: 1. Rana plays 2. She sings 3. The boy wants a book 4. I go to school. Rana, She, the boy, I are nominative case.

**N.B. Vocative case:** When nominative case is addressed, then it becomes vocative case. Ram comes here. Ram is nominative case but Ram, come here. Ram is Vocative case here.

2. **Objective Case:** Object of the verb or preposition in the sentence is called Objective case.
When a noun or pronoun is the object of the verb or preposition, then it is called an objective case e.g. I see a picture. He killed a snake. Birds sit on the trees.

Objective case is of two types: 1. Accusative 2. Dative

a. **Accusative:** Direct object of the sentence is called Accusative Case.

b. **Dative:** Indirect object in the sentence is called Dative Case.

Example: He gave me a pen. Here ‘pen’ is direct object and hence it is Accusative Case, ‘me’ is Indirect object and hence it is Dative case.

3. **Possessive Case:** A noun or pronoun or a form of word which shows that something belongs to somebody or something, then it is called Possessive Case e.g. 1. Bird’s nest 2. Cat’s eyes 3. The door of the house 4. Summer’s rain. Here Bird, Cat, The house and Summer are Possessive Case.

3.2.14 **Mood**

The word ‘Mood’ is derived from the Latin word ‘Modus’ which means ‘manner’. Mood is of three kinds. 1. Indicative mood. 2. Imperative mood and 3. subjunctive mood. In some grammar books, there is another mood called The Infinitive mood. But according to P.C. Wren and H. Martin, ‘Infinitive’ is not included in this chapter. It has been discussed separately.

- Mood is the mode or manner in which the action denoted by the verb is represented.
- One of the categories of the use of verb that expresses facts, questions, wishes or condition is called **Mood**.
1. **Indicative Mood:** A verb which is used to make a statement of fact, question or supposition is called **Indicative mood.** Examples are:

   a. **Statement of Fact:** (i) Ram goes to school regularly. (ii) He can write well. (iii) We are taught English.

   b. **Question:** (i) Is he a good student? (ii) Are you well?

   c. **Suppositions (assumed as fact):** (i) I shall go if he comes. (ii) If it rains we shall not go out. Here it is assumed that ‘**he will come**’ and ‘**it will rain**’.

2. **Imperative Mood:** A verb which is used to express command, advice, request or prayer is called **Imperative Mood.** This mood is used in present tense, second person only. In first and third person the idea is expressed with the help of ‘let’ e.g. (i) Come here. Look at him (order). (ii) Please come here. Kindly do it (request). (iii) Take care of your health. Do not tell a lie (advice). (iv) Have mercy on us. Save us (prayer). (v) Let us go. Let him go.

3. **Subjunctive Mood:** Subjunctive mood is of two types: (i) Present Subjunctive (ii) Past subjunctive.

   a. **Present Subjunctive:** (i) God bless you. (ii) God save the King etc.

   b. **Past subjunctive:** (i) If I were a bird I could fly. (ii) I wish I knew his name. (iii) I wish I were a millionaire etc.

   From the examples only, students can understand Mood. Initially they are to concentrate themselves on the above sentences to form a clear idea about ‘mood’.
3.2.15 Infinitive

When the preposition ‘to’ sits before the main verb, it becomes ‘infinitive’ e.g. to come, to go, to do, to write, to play, to walk etc. See the following sentences:

1. He wants to come here.
2. I like to swim.
3. He wishes to see him.
4. He refused to obey the orders.
5. The teacher desired to meet him.

In some sentences ‘to’ remains silent.

Examples:

1. Please (to) meet me after the meeting.
2. I saw him (to) cross the road.
3. Let him (to) try.
4. You need not (to) go there.

N.B. If the word ‘Dare’ is used in the affirmative sense, then ‘to’ is used e.g. He dares to do it. But in the negative, ‘to’ is not used e.g. You dare not do it. ‘Ought’ is used to express duty or obligation e.g. I ought to love my country.

3.2.16 Gerund and Verbal Noun

A gerund is a form of verb having ‘ing’ and a noun and a verb at the same time. The same definition is applicable to ‘verbal noun’ also. But there is a difference which will be clear from the following sentences:

1. Riding is a good exercise. (Gerund)
2. The riding of horse is a good exercise. (Verbal Noun)

   Hence a ‘verbal noun’ is a gerund with ‘the’ before and the preposition ‘of’ after it.

   From the above two sentences only, one can understand what is Gerund and what is Verbal noun.

Some more Examples:

1. Playing is a good exercise. (Gerund)

2. The playing of cricket is a good exercise. (Verbal Noun)

3. Gardening is his favourite hobby (Gerund)

4. He likes reading poetry. (Gerund)

5. He was punished for committing a crime. (Gerund)

3.2.17 Participles

   Participles are of two kinds: 1. Present participle and 2. Past participle.

   Sleep – Sleeping (Present Participle) Do – Done (Past participle)

   - **Present participle** means, the verb is not complete
   
   - **Past participle** means, the verb is complete.

   A participle is that form of a verb which is both a verb and an adjective at the same time.

Examples:

1. She is a **crying** child (Present Participle)

2. A **rolling** stone gathers no mass. (Present Participle)

3. He played a **losing** game. (Present Participle)

4. I saw the tiger **approaching**. (Present Participle)
5. We saw a **fallen** tree on the river side. (Past participle)

6. The **burnt** child was kept in the police station. (Past participle)

7. Being **frustrated**, he left the place. (Past participle)

**N.B.** Participle is a verbal adjective and Gerund is a verbal noun.

### 3.2.18 Sentences (Affirmative and Negative)

- A sentence which indicates positive sense is called Affirmative sentence
e.g. I go to college.

- A sentence which indicates negative sense is called Negative sentence e.g. I
do not go to college.

Examples: (From Affirmative to Negative.)

1. Rajat can sing well – Rajat cannot sing well.
2. She told me something – She did not tell me anything.
3. We met somebody there – We did not meet anybody there.
4. Go immediately – Do not go immediately.

- Some sentences without changing the meaning.

1. Man is mortal – Man is not immortal.
2. He tried every plan – He left no plan untried.
3. He is too weak to walk – He is so weak that he cannot walk.
4. Water is colourless – Water has no colour.
5. Always speak the truth – Never tell a lie.
6. Everyone loves him – Who does not love him?
7. Solomon is the wisest of all kings – No other king was as wise as
   Solomon.
8. Only a rouge can act this – None but a rouge can act this.

Negative sentences can be formed by placing ‘not’ or ‘no’ after auxiliary verb or modal verb. If auxiliary verb is not there, then ‘do’ comes e.g. I went – I did not go.

The above sentences will give a guide line how a sentence can be transformed into negative. Students are to be given some more sentences for practice.

3.2.19 Formation of Interrogative Sentences

A sentence which indicates question is called interrogative sentence. To convert into interrogative, the auxiliary verb or modal verb in the sentence is to be taken first in the sentence. If auxiliary verb is not there, then ‘do’, will come e.g. He is ill – Is he ill? I went – did I go? All the interrogative sentences will take note of interrogation i.e. question mark (?).

Examples:
1. Leena goes to college – Does Leena go to college?
2. I should go home – Should I go home?
3. She is playing – Is she playing?

- Sentence can be transformed into interrogative without changing the meaning.

Examples:
1. Everyone is proud of him – Who is not proud of him?
2. Everyone loves him – Who does not love him?
3. Nobody can trust a liar – Can anybody trust a liar?
4. Everyone will help a blind man – Who will not help a blind man?
5. Their glory can never fade – Can their glory ever fade? When can their glory fade?

**3.2.20 Formation of Question**

Who, why, when, what, where, which, how are necessary to form a question e.g. My name is Amit. To get this answer, the question will be, What is your name?

Examples:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My father is a doctor.</td>
<td>What is your father?</td>
</tr>
<tr>
<td>2. Her mother is seventy years old.</td>
<td>How old is her mother?</td>
</tr>
<tr>
<td>3. I am forty years old.</td>
<td>How old are you?</td>
</tr>
<tr>
<td>4. I blamed him for this act.</td>
<td>Why did you blame him?</td>
</tr>
<tr>
<td>5. He came for a particular work.</td>
<td>Why did he come?</td>
</tr>
<tr>
<td>6. She is coming home.</td>
<td>When is she coming home?</td>
</tr>
<tr>
<td>7. He is going to college.</td>
<td>Where is he going?</td>
</tr>
<tr>
<td>8. A tree fell on the road.</td>
<td>What happened on the road?</td>
</tr>
<tr>
<td>9. I like Tagore most.</td>
<td>Whom do you like most?</td>
</tr>
<tr>
<td>10. The plane will reach at 9.30 a.m.</td>
<td>When will the plain reach?</td>
</tr>
</tbody>
</table>

So from the above questions, the students will have an idea how to form questions.
3.2.21 Tag Question

A tag question is a form of question which gives emphasis on the statement given.

- If the statement i.e. the sentence is affirmative, then the question tag is negative. i.e. negative-interrogative and if the sentence is negative then the question is interrogative only.

Examples:

1. He is running fast …………………? (isn’t he)
2. We have plenty of time …………………? (haven’t we)
3. He was a doctor………………? (wasn’t he)
4. This is very expensive …………………? (isn’t it)
5. You have not met him …………………? (have it)
6. You like music…………………? (don’t you)
7. She did not go to college…………………? (did she)
8. They will write to us…………………? (won’t they)

- There are some exceptions in Tag question. For example:

  1. I am well…? (aren’t I)
  2. I am a writer…? (aren’t I)
  3. I am writing a letter…? (aren’t I)

- There are some sentences in which the question tag is only interrogative although the sentences are affirmative.

Examples: (as per P.C. Wren and H. Martin)

1. Let’s go to the market…? (shall we)
2. Wait for a while…? (can you/will you)
3. Have some more rice…? (will you)
4. Close the door…? (can you/will you)

- The following sentences are also to be noted:
  1. There is a temple in the market… (isn’t there)
  2. There are some good students in the class… (aren’t there)
  3. Somebody has called… (haven’t they)

It is to be noted that tag question is suitable according to the statement. It is adjusted with the practical life situation. For example, if a father asked his son to carry a heavy bag, then the question automatically comes ‘can you?’ and not ‘can’t you?’ if a teacher asks a student to close the door, then the question comes ‘will you?’ and not ‘won’t you?’ if an unknown person or a person of equal status asks someone to carry a bag, the question comes, ‘will you?’ or ‘can you?’ Here negative-interrogative does not arise. So the teachers are to explain the situation first and the students are also to realise this.

3.2.22 Articles (A, an, the)

‘A’, ‘an’ and ‘the’ are called Articles. They are also determiners. Students may have some idea about the articles. Hence some complicated situations are discussed here.

Students know that ‘a’ and ‘an’ are called Indefinite articles and ‘the’ is called definite article. They also know that before consonant ‘a’ is used and before vowel ‘an’ is used. ‘The’ is used before definite things but exceptions are there.
Use of ‘a’ and ‘an’

1. If the first letter of a word is a vowel but it sounds like ‘u’ and ‘wa’, then ‘a’ is used e.g. a university, a useful animal, a union, a one rupee note, a one way road etc.

2. In abbreviations, if vowel sound comes before a consonant, then ‘an’ is used e.g. an LP school, an MA but a BA, a CA etc.

3. If ‘h’ is silent in a word, then ‘an’ is used e.g. an honest man, an heir, an hour etc. but before the word ‘Hotel’ some teachers use ‘a’ and some use ‘an’. As per Oxford and Chambers Dictionary, ‘an’ before Hotel is old fashioned. But the researcher thinks that both ‘a’ and ‘an’ may be used and there is no harm in it. ‘History’ and ‘historical’ are two words like Hotel and hence same principal may be followed.

Use of ‘the’

1. Before common noun, ‘the’ is used e.g. The cow is a useful animal. The camel is called the ship of the desert. But the researcher opines that without ‘the’, common noun can be understood. Everyone is of the opinion that before the word ‘man’ as human being, ‘the’ is not to be used. Similarly, if we say, Camel is called the ship of the desert, then ‘camel’ here means the entire class of ‘camel’ exactly like ‘man is mortal’. So there should not be any rigidity regarding ‘the’ before common noun.

2. If proper noun is used as common noun’ then ‘the’ is used e.g. Kalidas is the Shakespeare of India.
3. Before river, sea, ocean, mountain ranges and group of islands, 'the' is used e.g. The Ganges, The Arabian Sea, The Himalayas, The Andamans etc.

**N.B.** But before a mountain or an island 'the' is not used e.g. Mount Everest (The mount Everest is wrong).

4. Before newspapers, religious scripts, nation, race 'the' is used e.g. The Statesman, The Quran, The Gita, The English, The Bengalee etc.

5. The earth, The moon, The sun, The north, The south etc.

6. If an adjective indicates class, then, 'the' is used e.g. The rich, The young, The old etc.

7. ‘The’ is used before the abbreviation of the countries or organisations e.g. The UK, The USA, The UNICEF etc. Some exceptional cases are: The Punjab, The Deccan, The United Kingdom, The United States of America.

8. ‘The’ is used before material noun if it is definite. e.g. The water of the Ganges is considered holy. Similarly, if Abstract noun is definite, then ‘the’ is used e.g. We praise the wisdom of this man. The honesty of this man is unquestioned.

- No article is used before the following:

  1. Names of country, city, town, persons, single mountain, language, day, month and road.

Some exceptional situations explained above are to be seen very carefully to avoid confusions.
3.2.23 Determiners

1. Few, little (a few, , a little, the few, the little)
2. Much, many, some, any
3. Each, every
4. Either, neither
5. No, both, all
6. This, that, those, these
7. Less, fewer
8. A lot of, lots of, a large number of, a great deal of are determiners like articles a, an, and the.
   - **Few** means negative sense in number.
   - **Little** means negative sense in quantity. (material i.e. uncountable)
   - **This** indicates **near**.
   - **That** indicates **distance**.
   - Either, neither, each and every take singular verb

Students are to know the meaning of the determiners as stated above. Unless they know the meaning, they will be confused.

3.2.24 Tense

   The time of the verb is called tense. This chapter is considered the most important chapter in English grammar. Tense is necessary for speaking also without which we cannot express the time of our works or action or event.
Tense is divided into three parts: 1. Present 2. Past and 3. Future. Again one tense is divided into four parts: (i) Indefinite (ii) Continuous (iii) Perfect and (iv) Perfect Continuous.

There are some basic rules involved in tense but due to lack of clear idea about these rules, students cannot identity the sentence that belongs to a particular tense. Here some guidelines are put forward so that anyone can identify tense easily.

3.2.24.1 Present Tense

3.2.24.1.1 Present Indefinite

- There are three conditions to identify present indefinite tense which are as follows:
  
  i. When anyone of the words like always, daily, regularly, generally, usually, frequently, sometimes, occasionally, everyday, today etc. are present in the sentence e.g. The college opens today. He always stands first in the class. He usually comes at 7 p.m.
  
  ii. Habit: e.g. He likes meat. My father is an early riser. He goes to school by bus etc.
  
  iii. Universal truth: e.g. The earth moves round the sun. Flower looks beautiful. It rains in summer. Iron does not float on water.

3.2.24.1.2 Present Continuous

In any sentence if the word ‘now’ is present then it is present continuous e.g. I am writing a letter now. But there is a situation without ‘now’ which is also
present continuous e.g. The baby is crying because it is hungry. The words ‘it is’ give the clue.

N.B. Some verbs like see, feel, think, appear, hope, like, understand, hear, want, know etc. do not take any continuous form. In all the grammar books available in Barak Valley, it is mentioned but why these verbs do not take continuous form is not mentioned. First, the students should know that there is no continuous process in these verbs. Some living examples can be cited from the practical life situation. For example, if a student is asked to go to the principal’s room, he or she should go step by step but if the same student is asked to see the fan in the class, he or she can see this with the twinkling of an eye. No continuous activity is necessary to see the fan. Again people take bath in the winter season mixing hot water with cold water. But before pouring water on the body, they test it whether this water is suitable or not. While testing, they touch this mixed water with the tip of the finger. Only a touch is sufficient to test this water and no continuous touching is necessary. From these two examples, the students can understand why these verbs do not take continuous form.

So these verbs will take the tense of the earlier form serially i.e. if it was to be present continuous, then it will be present indefinite; if it was to be present perfect continuous, then it will be present perfect. This is applicable to other tenses also. e.g. He feels better now. I see a picture now.

According to P.C. Wren and H. Martin, ‘I am thinking of going to England’ is right. They think that ‘am thinking’ = ‘think of’ is an idea. ‘I am
hoping’ means ‘less hope’ (Michael Swan). I am seeing a doctor tomorrow (Future) (Sidney Greenbaum).

3.2.24.1.3 Present Perfect

In the sentence, if Just now, yet, already, recently are found, then the sentence belongs to present perfect tense. e.g. My sister has come just now. He has already crossed the limit. He has not finished his work yet. Recently the price of the essential commodities has gone up. The word ‘perfect’ means ‘complete’. In present perfect tense, the auxiliary verb is has or have and the verb is past participle. e.g. I have done. He or She has done.

3.2.24.1.4 Present Perfect Continuous

The verb is present, complete and continuous e.g. I have been doing. He has been suffering. If ‘since’ or ‘for’ is present in the sentence, then the sentence belongs to present perfect continuous tense e.g. He has been suffering from illness since Monday last. He has been suffering from fever for two days.

N. B. If the exact name of the time is mentioned, then since is used. If the name of the time is not mentioned, then for is used.

Note: (i) He is ill for seven days (incorrect)

(ii) He has been ill for seven days (correct).

(iii) I have been knowing him since 2005 (incorrect).

(iv) I have known him since 2005 (correct).
3.2.24.2 Past Tense

3.2.24.2.1 Past Indefinite: In this tense, we find ago, earlier, yesterday, last and the like e.g. I reached here one moment earlier. ‘I have reached here one moment earlier’ is wrong. My brother passed MA last year. He was killed in the last war (Passive voice). I wish I were dead. (I am not dead).

3.2.24.2.2 Past Continuous: Normally in this tense, ‘While’ or ‘when’ is found. e.g, He was sleeping when I entered the room. In this tense, auxiliary verb is either ‘was’ or ‘were’ and ‘ing’ is with the verb. e.g. I was going. They were going.

3.2.24.2.3 Past perfect: in this tense, auxiliary verb is ‘had’ and the verb is past participle. e.g. I had done. She had done. ‘Before’ or ‘after’ is found in the sentence.

- Two verbs of past and one was finished before another. This is past perfect tense. The work which was finished before is past perfect and which was finished after is past indefinite. e.g. we had arrived before the drama started.

3.2.24.2.4 Past perfect Continuous: In this tense, the verb is past, complete and continuous at the same time. e.g. I had been working for six days. In this tense, only ‘for’ is used. The formation of this tense is ‘had been’ and ‘ing’ with the verb e.g. I had been going. At that time he had been writing a novel for two months.

- The past perfect continuous is used for an action that began before a certain point in the past and continued up to that time. (P.C. Wren and H. Martin)
3.2.24.3 Future Tense

3.2.24.3.1 Future Indefinite: The action takes place after one moment. Modal verb ‘shall’ or ‘will’ is present in the sentence. e.g. I shall go. He or she will come. My brother will go to Kolkata tomorrow.

The following sentences are to be observed.

1. The boat is full of water. It is going to sink.
2. My brother is going to Kolkata tomorrow
3. She is going to have a baby.

These sentences also indicate future action although they belong to present continuous tense.

3.2.24.3.2 Future Continuous: In this tense, ‘shall be’ or ‘will be’ is used and ‘ing’ is with the verb. e.g. I shall be going. Action will be in progress at a time in future. e.g. I think it will be raining when we start. From next year he will be playing for our team.

3.2.24.3.3 Future Perfect: There will be two works of future tense, one will be finished before the other. The work which will be finished earlier is future perfect and the later work is in present indefinite (not in future indefinite). e.g. He will have washed his hands before he eats. ‘Shall have’ or ‘will have’ and Past participle of the verb – is future perfect tense. e.g. I shall have done. He or She will have done.

3.2.24.3.4 Future Perfect Continuous: In future, a portion of the work is finished and then continues. ‘Shall have been’ or ‘will have been’ and ‘ing’ with the verb are the signs of future perfect continuous. e.g. I shall have been going. He
or she will have been going. We shall have been working for four years. The following points may be noted.

- Each continuous tense has ‘ing’ with the verb.
- Each perfect tense takes past participle of the verb.
- ‘For’ is common to all perfect continuous tense. ‘Since’ is also used in present perfect continuous tense.
- Use of shall instead of will and will instead of shall indicate certainty.

N.B. Grammar rules are not to be learnt in isolation. These should be studied with examples and the techniques as stated above are helpful to differentiate one tense from the other. Sentences are given in the examination in the following ways:

1. He (suffer) since last month.
2. The child (cry) because it is hungry.
3. He (stay) here until you return.
4. Cuckoos (use) the nests of other birds.
5. I (buy) a pen last week.
6. I (thank) him for what he had done.
7. We (arrive) before the drama started.
8. He (come) here recently.
9. I (know) him for a long time.
10. I entered the room while he (sleep).
11. I wish I (be) dead.
12. He (kill) in the last war.

There is one indication in each sentence given above. The students can identify the particular tense if they are aware of these indications. One can learn tense in the above ways for perfect understanding.

3.2.25 Voice

Voice is the form of a verb that shows whether the subject of a sentence performs the action (the active voice) or is affected by it (the passive voice).

I do this (active) – this is done by me (passive). Here, the object ‘this’ is made subject and the subject ‘I’ is made object with the help of ‘by’; verb ‘do’ is made past participle i.e. ‘done’ and an auxiliary verb is used according to the tense in the active form. In Imperative sentence, the word ‘Let’ is used first to make passive voice. Preposition ‘to’ is used instead of by if the verb is ‘know’ before the person. e.g. Do it now – Let it be done now. I know him well – he is known to me well. But, the tree is known by its fruits.

Students are to practise conversion of active voice to passive voice according to sentences belonging to Assertive, Interrogative and Imperative sentences separately for clear understanding.

- Some sentences from Assertive Sentence
  1. He writes a letter – A letter is written by him.
  2. He is writing a letter – A letter is being written by him.
  3. He has written a letter – A letter has been written by him.
  4. He wrote a letter – A letter was written by him.
  5. He will write a letter – A letter will be written by him.
  6. I shall have written a letter – A letter will have been written by me.
  7. He teaches us English – (i) English is taught us by him. (ii) We are taught English by him.

- Some sentences from Imperative Sentence
  1. Do not laugh at the beggar – i). Let the beggar be not laughed at.
    ii). The beggar should not be laughed at.
  2. Read the book – Let the book be read.
• The following sentences are to be noted carefully.

1. We call him Mahatma – He is called Mahatma.
2. Someone killed him – He was killed.
3. We must endure what we cannot cure – What cannot be cured must be endured.

In the above sentences ‘by’ is not necessary.

Again, 1. I saw them cross the road (active). They were seen cross the road (passive).

2. I saw them crossing the road (active). They were seen crossing the road (passive). (Cross and crossing will not change.)

Also see the following sentences:

1. Sugar tastes sweet. (active) - Sugar is sweet when it is tasted. (passive)
2. He worked two hours. (active) – He worked two hours as he was told to do so. (passive)

Note: 1. All sentences belonging to perfect continuous tense are not converted into passive voice.

2. Sentences of future continuous tense can be converted into passive form but there is no use of it.

• The above rules are to be minutely observed for clear understanding of the voice change.
3.2.26 Narration

Narration is Direct and Indirect Speech.

A retired ME School teacher, now a teacher in a private High School once asked this researcher why narration is prescribed in the syllabus as it is very hard and the students do not understand it and it is also not necessary. This researcher in turn asked him a question whether he sent any massage to somebody sending his son. He said, ‘yes’. The massage can be expressed in two ways, direct and indirect. This is called narration. The teacher did not say anything but smiled. It seemed that he could realise the necessity of Narration. The researcher gave an example only.

1. Father said to me, ‘Go to Ravi and tell him to return my money.’ (direct)

2. Father asked me to go to Ravi and to tell him to return his money. (indirect)

Here, ‘Father said to me’ is reporting verb and ‘Go to Ravi and to tell him to return my money’ is reported speech.

- Some rules are there to change Direct Speech into Indirect Speech.

1. If the reporting verb is present or future tense, the tense of the reported speech does not change. 2. If the reporting verb is past tense, the tense of the reported speech changes to corresponding past tense. 3. No change of tense is necessary if the reported speech is universal truth or habitual fact. 4. Pronoun, in the reported speech, changes according to the reporting verb. 5. In Assertive, Optative and Exclamatory sentences, conjunction ‘that’ is used; ‘if’ or ‘whether’ in Interrogative sentence and ‘to’ in the Imperative sentences. If what, when, why and where are present in the sentence, then no other conjunction is necessary.
Again,

1. In Assertive sentence, ‘said to’ becomes ‘told’ in the indirect speech.
2. In Interrogative sentence, ‘said to’ becomes ‘asked’ or ‘enquired’.
4. In Optative sentence, ‘said to’ becomes ‘wished’ or ‘prayed’.
5. In Exclamatory sentence, ‘said to’ becomes ‘cried out in joy’ or ‘sorrow’, ‘exclaimed in joy’ or ‘sorrow’ or ‘sadly’.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>That</td>
</tr>
<tr>
<td>Here</td>
<td>There</td>
</tr>
<tr>
<td>Now</td>
<td>Then</td>
</tr>
<tr>
<td>Today</td>
<td>That Day</td>
</tr>
<tr>
<td>Yesterday</td>
<td>The previous day or the day before</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>The next day</td>
</tr>
<tr>
<td>Ago</td>
<td>Before</td>
</tr>
</tbody>
</table>

Students must observe the following sentences very carefully.

a. **Assertive:** 1. He says, ‘I am well.’ – He says that he is well.

   2. He said, ‘I am well.’ – He said that he was well.

   3. He said, ‘I shall go.’ – He said that he would go.
4. He said, ‘I was ill.’ – He said that he had been ill.

5. The man said to me, ‘I saw a tiger.’ – The man told me that he had seen a tiger.

6. He said to me, ‘I shall help you.’ – He told me that he would help me.

- Universal truth: The teacher said, ‘The earth is round.’ - The teacher said that the earth is round.

- Habitual fact: He said, ‘My mother reads the Gita everyday.’ – He said that his mother reads the Gita everyday.

b. Interrogative: 1. The teacher said to me, ‘Can you do this sum?’ – The teacher asked me if I could do that sum.

2. He said, ‘What is your name?’ – He asked what my name was.

3. Mother said, ‘Where did you go yesterday?’ – Mother asked where I had gone the day before.

c. Imperative: 1. He said to me, ‘Do it now.’ – He told me to do it then.

2. The teacher said to the students, ‘Do not make a noise.’ – The teacher asked the students not to make a noise. The teacher forbade the students to make a noise.

3. He said to me, ‘Please give me your pen.’ – He requested me to give him my pen.

4. The General said to the soldiers, ‘March on’ – The General ordered / commanded the soldiers to march on.
d. **Optative:** 1. Mother said, ‘May you be happy.’ – Mother wished that I might be happy.

2. He said to me, ‘May God bless you’ – He prayed that God might bless me.

e. **Exclamatory:** 1. They said, ‘Hurrah! We have won the game.’ - They cried out in joy that they had won the game.

2. He said, ‘What a fool I am!’ – He exclaimed in sorrow that he was a great fool. He exclaimed sadly that he was a great fool.

3. He said, ‘Bravo! You have done well.’ – He praised/ applauded him saying that he had done well.

* Students are to practise as many sentences as possible but the above sentences give some idea about the narration.

### 3.2.27 Degree of Comparison

Degree is of three kinds: 1. Positive degree 2. Comparative degree and 3. Superlative degree.

Degree is related to Adjective and sometimes Adverb e.g. Good – better – best. Happy – happier – happiest.

**Note:** After comparative, ‘than’ is used; ‘to’ is used in some cases; ‘the’ is used before superlative degree.

Examples:

i. He is better than any other boy in the class.

ii. He is superior to me.
iii. He is junior to me.

iv. He is the best boy in the class.

3.2.27.1 Transformation of Degree of Comparison

1. No other city in India is as big as Kolkata. (Positive)
   Kolkata is bigger than any other city in India. (Comparative)
   Kolkata is the biggest city in India. (Superlative)

2. No other metal is as useful as iron. (Positive)
   Iron is more useful than any other metal. (Comparative)
   Iron is the most useful metal. (Superlative)

3. No other peak in the world is as high as Mount Everest. (Positive)
   Mount Everest is higher than any other peak in the world. (Comparative)
   Mount Everest is the highest peak in the world. (Superlative)

**Note:** The above sentences are sufficient to understand the Degree of comparison.
Students are only to read the list of ‘Degree of comparison’ of Adjectives available in any grammar book.

3.2.28 Kinds of Sentences – I

Sentences are divided into five parts:

1. Assertive or Declarative  2. Interrogative  3. Imperative  4. Optative and
5. Exclamatory or Exclamative.

1. **Assertive:** In Assertive sentence, something is described e.g. He does not play well. She wrote a letter. A sentence which makes a statement is called Assertive sentence.
2. **Interrogative**: A sentence which asks a question is called Interrogative sentence e.g. Who are you? Are you well? etc.

3. **Imperative**: A sentence which expresses command (order), advice or request is called Imperative sentence e.g. Do it now. Do not laugh at the beggar. Please, give me a pen.

4. **Optative**: A sentence which expresses wish or prayer is called Optative sentence e.g. May God bless you. Long live our president.

5. **Exclamatory (Exclamative)**: A sentence which expresses exclamation i.e. a strong feelings or emotion is called Exclamatory sentence e.g. Hurrah! We have won the game. Alas! What a fool I am.

**Note**: According to P.C. Wren and H. Martin and Sidney Greenbaum, sentences are of four parts. Optative is not a separate sentence.

### 3.2.29 Kinds of Sentences – II

- Sentences can be divided into three parts: 1. Simple, 2. Complex and

3. Compound.

1. **Simple**: A sentence which has only one finite verb is called a simple sentence. In other words, a sentence which has only one subject and one predicate is called simple sentence e.g. He is too weak to walk.

2. **Complex**: A sentence which has only one principal clause and one subordinate clause is complex sentence e.g. He is so weak that he cannot walk. In complex sentence, clauses are dependent on each other; one cannot give the full meaning without the other. Subordinate clause is also called dependent clause.
3. **Compound**: A sentence which has two or more coordinate clauses is called a compound sentence e.g. He is very weak and he cannot walk. He is not only tall but also he is strong. In compound sentences, clauses are independent and one clause can give the full meaning without the other.

Only the three sentences cited as examples above are to be observed and from these three sentences, the students can understand the difference in simple, complex and compound sentences.

In case of synthesis of sentences, the above three sentences will give the students the indication how to change one sentence to another sentence. Only an extra question may be asked e.g. 1. She can sing 2. She can play. These two sentences can be converted into a single sentence and a single sentence may not be a simple sentence. ‘She can sing and play’ is a simple sentence but ‘she can sing and she can play’ is not a simple sentence but a single sentence which is also a compound sentence.

**3.2.30 Phrase and Clause**

**Phrase** is a union of words which gives a sense but not a complete sense. A phrase does not have any verb, subject or predicate e.g. ‘at the eleventh hour’, ‘during the last summer vacation’ etc.

**Clause** is a group of words that includes a subject and a verb and forms a sentence or a part of a sentence e.g. I know the person who came to my house. ‘I know the person’ and ‘who came to my house’ are clauses. First one is principal clause and the second one is subordinate clause.
3.2.31 Clause Analysis (Complex and Compound sentences)

- **Complex Sentence**: First, the principal clause (main clause) is to be noted.

  Then the subordinate clause along its relation with the principal clause is to be mentioned. Conjunction is called connective.

Examples:

1. I know the man who came yesterday.
   a) I know the man – principal clause
   b) (Who) came yesterday – subordinate adjective clause
      who – connective.

   ‘Who came yesterday’ is subordinate adjective clause because this subordinate clause qualifies the noun ‘the man’ in the principal clause.

   Hence the sentence is a complex sentence

   **Note**: For analysis of a complex sentence, the above method is to be followed.

2. That he is honest is known to all. (It is known to all that he is honest)
   a) (It) is known to all – Principal clause.
   b) (That) he is honest – subordinate noun clause, object to the verb ‘know’ is the principal clause. So it is a complex sentence.

   **Note**: How can a student know the ‘noun clause’? The technique is – What do we know? If the answer comes, it means, it is ‘object’ and the clause is subordinate noun clause.
3. The sun shines when it is day.
   a) The sun shines – Principal clause.
   b) (When) it is day – subordinate adverb clause as it modifies the verb ‘shine’ in the principal clause. Hence it is a complex sentence.

   Students should concentrate on these three sentences only to understand the subordinate noun clause, adjective clause and adverb clause. They should also know how noun comes, how adjective comes and how adverb comes. Once a student understands this, he can practise other sentences also.

   - **Compound Sentence**

     Example: He is slow but he is steady.
     a. He is slow – principal clause
     b. (but) he is steady – co-ordinate clause, connective – but.

   **N.B.** Here, two coordinate clauses are there.

   Analysis of compound sentence is not asked in the examination. Normally complex sentence is given. From the above discussion the students will have a clear idea about the clause analysis.

   **3.2.32 Subject-verb agreement (Concord)**

   This is a very simple chapter but it is very important. If the subject in the sentence is singular, then the verb will be singular and if the subject is plural then the verb will also be plural. This is the basis of this chapter. But the problem is that sometimes students are confused whether the subject is singular or plural and
sometimes they cannot identify the subject. The following sentences are to be observed minutely.

Examples:

- 1. **The quality** of oranges **is** not good. Here the subject is ‘the quality’ and not ‘oranges’. Hence the verb is singular.

- 2. **One** of the students **has** come forward.

- 3. **The results** of the examination **are** yet to come.

- 1. **Time and tide** **waits** for none. (Here **time and tide** is singular.)

- 2. The poet and novelist **is** no more. (Single person)

- 3. **The** principal and **the** secretary of the college **are** present. (Two persons)

- 4. **The** principal and secretary of the college **is** present. (One person)

- 1. **English as well as Bengali** **is** taught here. (‘as well as’ is singular)

- 2. The ship with its crew **was** not found (singular)

- 3. The minister with his supporters **was** present (Here the minister is subject and hence singular verb)

- 1. Happiness or sorrow **is** due to our own actions.

- 2. Neither food nor water **was** there.

- 3. No nook and corner **was** left unexplored.

- 1. Either he or **I** **am** mistaken.

- 2. Either you or **he** **is** mistaken.

- 3. Each of the girls **is** given a book.

- 4. Many a man **does** not know his own defects.

- 1. The news **is** not true.

- 2. Economics **is** considered a science subject.
3. Politics **has** become a daily business of life.

- 1. The committee **has** approved the appointment.
- 2. The committee **are** divided in their opinions.

- 1. The United States **is** a rich country.
- 2. Three strangers **is** a short story.

- 1. Ten minutes **is** allowed to all speakers. (a time)
- 2. Ten kilometers **is** not much distance. (a distance)
- 3. Fifty thousand rupees **is** a large sum. (an amount)

From the above examples the students can easily understand the subject-verb agreement.

### 3.2.33 Punctuation

The word ‘**Punctuation**’ came from the Latin word ‘**punctum**’ which means ‘a point’. While writing, the use of points (stops) is called ‘**Punctuation**’.

The following are the punctuation marks:


Rules of punctuation:

1. Full stop is used after Assertive sentence or Imperative sentence e.g. He is going to college. Do it now.
2. Full stops are used in abbreviations like a.m., p.m. and p.a. but in other cases full stops are not used. Only in American English, full stops are used.

3. Reena, Meena, Tina and Leena are sisters. Here comma (,) is used.

4. Commas are used in case of parenthesis and noun in apposition e.g.
   
   a). Rabindranath Tagore, the great poet of Bengal, was awarded the Nobel Prize. (Noun in apposition)
   
   b). Jawaharlal Nehru, son of Motilal Nehru, was the first Prime Minister of India. (Noun in apposition)
   
   c). This man, to speak frankly, is not an honest man. (Parenthesis)

   The first two sentences are ‘noun in apposition’. The third sentence is parenthesis. In first two sentences, a noun is qualified. In the third sentence, there is an expression in the middle of the sentence.

5. Before quotation, comma is used e.g. He said, “I am well.”

6. If ‘however’ or ‘therefore’ is in the middle of the sentence, then comma is used before and after it e.g. It is your duty, however, I shall do it. I, therefore, request you to do this.

7. If pause is longer than comma, then semicolon is used e.g. To err is human; to forgive is divine.

8. If pause is longer than semicolon, then dash or colon-dash is used e.g.
   
   a. Two parts of the sentence are: Subject and predicate.
   
   b. Ram, Rahim, John – all are friends.

9. Students know the use of question mark or note of Interrogation. However, after interrogation, question mark (?) is used and in exclamatory sentence,
note of Exclamation (!) is used e.g. Who are you? Alas! He is dead. What a beautiful flower it is!

10. Apostrophe is used in possessive e.g. Ram’s book and in compound words like Don’t, Can’t etc.

11. Hyphen is used in words like, Father-in-law, Brother-in-law etc.

3.2.34 Sentence Pattern (Structure)

Structure of the sentence is in many ways. But each sentence has a subject and a verb. The sentence may have object, infinitive or complement. Sometimes double objects are there in a sentence. Look at the following:

Subject = S  
Infinitive = Inf.

Object = O  
Verb = V

• From the following sentences, the structure of the sentence will be clear.

1. S + V + O = I do it. He eats rice. We play cricket.
2. S + V + O + O = He teaches us English.
3. S + V + O + complement = The result made him happy.
4. S + V + O + time phrase = I met him in the evening.
5. S + V + Inf. + O = My father wants to meet you.
6. S + V + that clause = I know that he is honest.

• The following sentences may be noted (same pattern):

1. He enjoys flying kites. I love playing football.
2. He said that he was innocent. He believed that I was right.
3. He likes to fly kites. The teacher wants to meet me.
4. The more you invest the more you get. The more you read the more you learn.

From the above sentences, the students can understand sentence pattern and can write sentences of the same pattern.

3.2.35 Substitution of English words

Students are only to read the sentences and the single words. They are to read again and again and to keep them in memory.

Examples:

1. That which cannot be read. _______ Illegible
2. That which cannot be expressed. _______ inexpressible
3. That which cannot be seen. _______ invisible
4. A place where lunatics are kept. _______ lunatic asylum
5. The sound of snakes. _______ hisses
6. The sound of cow. _______ moos

In this way, students should keep in mind as many single words as possible.

But at least fifty words they should keep in mind.

3.2.36 Word Formation

A word can be formed by adding prefix, suffix or both prefix and suffix with a word.

- Words with ‘prefix’

• Words with ‘suffix’
  Learn – learned 6. Use – useless/useful etc.

• Words with ‘prefix’ and ‘suffix’: 1. Happy – unhappiness 2. Manage –


Fill in the blanks with the words in brackets.

1. The work on the new road is nearing ______ (complete). Ans. Completion
2. ______ watches are renowned for their reliability. (Switzerland). Ans.
   Swiss

In this way a student can form an idea about word formation.

3.2.37 Word order (Sentence structure)

Examples: 1. to I everyday go college. This sentence is not in order. The
  correct order is : I go to college everyday.
2. I saw a dead cow walking while I was in the garden. This sentence is not in
  order. The correct order is : I saw a dead cow while I was walking in the
  garden.

  From these two sentences only, students can have an idea about word order.
3.2.38 Group verbs

When a verb comes along with a preposition and are used together, then it is called a Group verb. e.g. bear with, give away, go through, look into etc. students are to read the list of group verbs along with the sentences again and again to keep it in memory.

3.2.39 Similar words but different in meaning (Homonyms)

Examples:

1. Access – The Prime Minister is not easy to access.
   Excess – Excess of anything is bad.

2. Advice – I am in need of your advice. (Noun)
   Advise – He advised me to take rest. (Verb)


4. Berth – He reserved a berth in the train.
   He was given a berth in the cabinet.

5. Fare – Plane fare is very high.
   Fair – She is both fair intelligent.

Similarly, synonyms and antonyms are there. Students should see these two chapters also.

3.2.40 Appropriate preposition

Examples:

1. Abide by – He will abide by his advice.

2. Fill in – Fill in the gap with suitable articles.
3. Fill up – Fill up the bottle with water.
4. Part with – I cannot part with my friend (separation)
5. Prefer to – He prefers milk to tea.

3.2.41 Phrases and Idioms

Examples:
1. Apple of discord – Kashmir has long been the apple of discord between India and Pakistan.
2. Bag and baggage – He left the place bag and baggage.
3. Know no bounds – On securing first division his joy knew no bounds.
5. Slow coach – A slow coach cannot shine in life. (Idle)

Note: There are no rules and regulations in the above vocabulary chapters. Students are to consult the good grammar books and read these chapters in leisure time and to keep in memory.

Coming to the end of discussion about Basic English Grammar, the researcher wants to say that some Basic Grammar is strictly followed for writing English and there is some deviation in speaking English. For speaking, English grammar is not necessary in some cases. Without grammar the idea can be expressed.

English language involves three things viz. Grammar, Vocabulary and Composition. It may be assumed that ‘Grammar’ is theory, ‘Vocabulary’ is reagent and ‘Composition’ is practical as we do in Chemistry laboratory.
Grammar and vocabulary are bases and the outcome is composition i.e. the language.

3.3 Common Errors in English

The present research work deals with teaching English in general and Basic English grammar in particular. Common errors are based on grammar and usage. Vocabulary i.e. words are parts of speech and hence they belong to Basic grammar. The question of common errors arises when someone is unable to express English correctly either in writing or in speaking. If someone is fully aware of Basic English grammar and the correct usage, then there is no chance of mistakes. But many people commit mistakes in writing and speaking because they do not have the clear idea of grammar and usage. It is applicable to both teachers and students also.

In English, there are varieties: American English and British English. Again, British English has some dialects and one particular dialect is the Standard English which is used in offices, courts and in educational institutions. Here we are limited to British Standard English which is also Indian English. There are some differences between the British English and the American English both in vocabulary and in pronunciation but they are correct in their own places. In American English, A.M, P.M, color, labor, center, traveler, accommodation, check (money) etc. are correct but in British English they are wrong. So here we are concerned with British Standard English as it is followed in India. These are discussed in detail in chapter (3.1).
Thomas Elliot Berry in his introduction to *The Most Common Mistakes in English Usage* (1996) says, ‘Here are the principles of usage which are necessary for acceptable expression in educated society.’ He also says, ‘…some questions of usage cannot be settled equivocally in terms of right or wrong. The reasons are quite clear. In some instances specialists find that competent users of English differ in their observance of a given practice e.g. the splitting of the infinitive. In other instances, specialists find that a practice widely endorsed in recent years is now disappearing e.g. the fine distinctions between the uses of shall and will. However, despite the fact that correct usage is, in a sense, an arbitrary and sometimes an unsettled matter, certain standards do exist; and the careful user of English must abide by them.’ Michael Swan, in his book *Practical English Usage*, says, ‘if someone makes too many mistakes in a foreign language, he or she can be difficult to understand, so a reasonable level of correctness is important. However, it is quite unnecessary to speak or write a language perfectly in order to communicate effectively. Learners should aim to avoid serious mistakes…’

Correction is based on grammar and correct usage as said earlier. Here discussion on correction is based on rules of grammar and usage on which there is no controversy. Normally, sentences are given in the examination for correction on the basis of set rules which are accepted by all learned people and experts in this field.

Among the most common errors in usage are those which arise from confusing pairs or sets of words. Speakers and writers use these words incorrectly because they have not learnt their precise meaning. Some examples are given below. (Thomas Elliot Berry).
3.3.1 Common Errors on Vocabulary

1. Able – capable

The word ‘able’ means, ’having the ability to perform a given act.’ e.g. I am able to walk.

The word ‘capable’ means, (i) having adequate capacity to do or to make (ii) having capacity to receive and action e.g. He is a capable leader. This book is capable of being translated.

Wrong: This law is able to be evaded.
Right: This law is capable of being evaded.

2. All right – alright

The term ‘all right’ is correct; the word alright is non-existent in accepted usage.

Wrong: Everything was alright.
Right: Everything was all right.

3. All together – altogether

The words ‘all together’ have the meaning of ‘everyone in or at the same location.’ The word ‘altogether’ means ‘entirely’.

Wrong: We were altogether for the first family reunion in ten years.
Right: We were all together for the first family reunion in ten years.

4. Alumna – alumnae - alumnus – alumni

An Alumna is a female graduate and its plural is alumnae. An alumnus is a male graduate and its plural is alumni. For both sexes, the term alumni are used.
Wrong: Mary was an alumni of Oxford.

Right: Mary was an alumna of Oxford.

5. **Amount – number**

   The word ‘amount’ means quantity, the word ‘number’ is used when the objects can be counted.

Wrong: We had a large amount of students for rally.

Right: We had a large number of students for rally.

6. **Between – among**

   ‘Between’ is related to two and ‘among’ is related to more than two.

Wrong: Divide the chocolates among the two brothers.

Right: Divide the chocolates between the two brothers.

Right: Divide the chocolates among the students.

7. **Can – may**

   The word ‘can’ means ability; ‘may’ means possibility or permission.

Wrong: Mother says that I can go to the party.

Right: Mother says that I may go to the party.

8. **Cannot – can not**

Wrong: I can not attend the meeting.

Right: I cannot attend the meeting.

   The joined word is universally accepted as correct (Thomas Elliot Berry).
9. **Data – datum**

    Data is plural of Latin word, **datum**.

Wrong: The data is sufficient.
Right: The data are sufficient.

    According to Michael Swan, sometimes a mistake is made by so many people that it becomes the normal form and can no longer be called incorrect. This has happened with the word **data**. Now it is widely used as a singular uncountable noun.

10. **Farther – further**

Wrong: We walked further down the street.
Right: We walked farther down the street.
Right: We considered the matter further.

11. **Fewer – less**

Wrong: They made less mistakes.
Right: They made fewer mistakes.

12. **Lay – lie**

    Lay is transitive, lie is intransitive.

Wrong: He was laying in the sun.
Right: He was lying in the sun.
Right: Yesterday I lay in bed until noon.

13. **May – might**

Wrong: I might go to Delhi.
Right: I may go to Delhi.
Right: He might do the work well. (If he was given the chance)

Right: The snake might bite you. (Future)

14. **Memoranda – Memorandum**

   Memoranda is the plural of Memorandum

Wrong: The memorandums are on the table.

Right: The memoranda are on the table.

Right: The memorandum is on the table.

15. **Shall – Will**

Right: I shall go. (Simple Futurity)

Right: I will go. (Certainty)

Right: The College shall remain closed tomorrow. (Certainty)

16. **Each other – one another**

   Each other is used when two persons are involved and one another is used when three or more persons are involved.

   (i) Two persons are conversing with each other.

   (ii) Four students are conversing with one another.

17. **Loose – lose**

Right: His shirt is loose.

Right: one day he will lose everything.
18. **Advice – Advise**

     The word *Advice* is noun and *advise* is verb.

     Right: He gave me a good advice.

     Right: I advised him to consult a doctor.

     Right: The doctor advised him to take rest.

19. **Blunder – mistake.**

     *Blunder* means a big mistake.

     Wrong: He committed a blunder mistake.

     Right: He committed a blunder.

20. **Alphabet**

     Wrong: There are twenty six alphabets in English.

     Right: There are twenty six alphabet in English. The word *alphabet* is plural.

21. **Modal – Model**

     Wrong: Can, May, Must, Ought etc. are model verbs.

     Right: Can, May, Must, Ought etc. are modal verbs.

     Right: The latest models of car will be on display.

     *Model* means a particular design or type of product.

22. **Centre – center**

    (i) University is a *centre* for Higher Education (British).

    (ii) University is a *center* for Higher Education (American).
23. A.M, P.M – a.m, p.m

(i) The train arrived at 8 A.M/P.M (American).

(ii) The train arrived at 8 a.m/p.m (British).

Note: In India, British English is used.

3.3.2 Common Errors on the basis of Grammar

3.3.2.1 Common Errors on Adjectives and Adverbs

1. Wrong: The flower smells sweetly.
   
   Right: The flower smells sweet.

2. Wrong: We feel warm on the subject.
   
   Right: We feel warmly on the subject.

3. Wrong: I could not find it nowhere.
   
   Right: I could not find it anywhere.

4. Wrong: You are too slow in speaking English.
   
   Right: You are very slow in speaking English.

• Superior, Inferior, Junior, Senior, Preferable, Prior etc. take to instead of than.

5. Wrong: He is senior than me.
   
   Right: He is senior to me.

6. Wrong: Death is preferable than dishonour.
   
   Right: Death is preferable to dishonour.
7. Wrong: This is the most perfect specimen I have seen.
   
   Right: This is the perfect specimen I have seen.

3.3.2.2 Common Errors on Prepositions

1. Wrong: Fill up the blanks.
   
   Right: Fill in the blanks.

2. Wrong: Fill in the bottle with water.
   
   Right: Fill up the bottle with water.

N.B. When the situation is horizontal, then ‘in’ is used with ‘fill’ and when the situation is vertical, then ‘up’ is used with ‘fill’.

3. Wrong: He left the place with bag and baggage.
   
   Right: He left the place bag and baggage.

4. Wrong: The train is running in time.
   
   Right: The train is running on time.

5. Wrong: He reached on time.
   
   Right: He reached in time.

6. Wrong: I paid by cash.
   
   Right: I paid in cash.

7. Wrong: I agree with your proposal.
   
   Right: I agree to your proposal.

3.3.2.3 Common Errors on Gender

1. Wrong: He is my cousin brother.
   
   Right: He is my cousin.
2. Wrong: She is my cousin sister.
   
   Right: She is my cousin.

**N.B.** The word *cousin* is common gender.

3. Wrong: She is the chairman of the committee.
   
   Right: She is the chairperson of the committee.

### 3.3.2.4 Common Errors on Number

1. Wrong: These furnitures are beautiful.
   
   Right: These furniture are beautiful.

2. Wrong: Have you many luggages?
   
   Right: Have you any luggage?

3. Wrong: The Bodo, The Karbi and The Reang are people in Assam.
   
   Right: The Bodo, The Karbi and The Reang are peoples in Assam.

**N.B.** A smaller group or tribe having its own identity is called a *people*. Here plural is *peoples*.

4. Wrong: One thousand rupees are not a big amount.
   
   Right: One thousand rupees is not a big amount.

5. Wrong: Cattles are grazing in the field.
   
   Right: Cattle are grazing in the field.

### 3.3.2.5 Common Errors on Tag Question

1. Wrong: He is running fast, isn’t it?
   
   Right: He is running fast, isn’t he?

2. Wrong: I am a writer, amn’t I?
Right: I am a writer, aren’t I?

3. Wrong: Close the door, can’t you?
   Right: Close the door, will you? (or can you)

4. Wrong: There is a temple in the market, isn’t it?
   Right: There is a temple in the market, isn’t there?

3.3.2.6 Common Errors on Articles: (a, an, and the)

1. Wrong: He is a LP school teacher.
   Right: He is an LP school teacher.

2. Wrong: The man is mortal.
   Right: Man is mortal.

3. Wrong: The water is colourless.
   Right: Water is colourless.

4. Wrong: The honesty is the best policy.
   Right: Honesty is the best policy.

5. Wrong: He went to USA to study medicine.
   Right: He went to the USA to study medicine.

6. Wrong: He is a heir of this property.
   Right: He is an heir of this property.

7. Wrong: It is one of a biggest university in the world.
   Right: It is one of the biggest universities in the world.

3.3.2.7 Common Errors on Tense

1. Wrong: The College will open today.
   Right: The College opens today.
2. Wrong: I have finished the work a few moments ago.
   Right: I finished the work a few moments ago.

3. Wrong: I shall go if he will come.
   Right: I shall go if he comes.

4. Wrong: He will have washed his hands before he will eat.
   Right: He will have washed his hands before he eats.

3.3.2.8 **Common Errors on Subject-Verb-Agreement** (Concord)

1. Wrong: The quality of oranges are not good.
   Right: The quality of oranges is not good.

2. Wrong: One of the students have come forward.
   Right: One of the students has come forward.

3. Wrong: Ten minutes are allowed to each speaker.
   Right: Ten minutes is allowed to each speaker.

4. Wrong: Each boy and each girl were given a book.
   Right: Each boy and each girl was given a book.

5. Wrong: The minister along with his supporters were present.
   Right: The minister along with his supporters was present.

6. Wrong: The poet and novelist are present in the occasion.
   Right: The poet and novelist is present in the occasion.
   Right: The poet and the novelist are present in the occasion.

3.3.2.9 **Common Errors on Narration** (Direct and Indirect Speech)

1. Wrong: He told me that he will come here tomorrow.
   Right: He told me that he would go there the next day.
2. Wrong: He told me to do this now.
    Right: He told me that do that then.

3.3.2.10 Common Errors on Quasi-passive verb

1. Wrong: The carpet is feeling smooth.
    Right: The carpet feels smooth.

2. Wrong: The flower is looked beautiful.
    Right: The flower looks beautiful.

- Some other sentences

1. Wrong: The Everest is the highest peak in the world.
    Right: Everest is the highest peak in the world.

2. Wrong: Let us discuss about the matter.
    Right: Let us discuss the matter.

3. Wrong: The population of Kolkata is greater than any city in India.
    Right: The population of Kolkata is greater than that of any city in India.

4. Wrong: Where I can buy stamps?
    Right: Where can I buy stamps?

5. Wrong: Look – it rains.
    Right: Look – it is raining.

The above are some of the sentences which can be discussed for students’ understanding. There are also some wrong expressions which we find here and there. During admission time in front of some private schools we find, Admission going on. It is a wrong sentence; the correct form is Admission is going on. This may have some impact on the pupils and the guardians. Again an expression is
found before the hotels, feeding and lodging. This should be food and lodging. Again, welcome is a word written in many ways in many places like Wel Come, Wel-Come, Well-Come, Well-Come etc. Some people may think that it is a compound word. These types of spelling are found in gates for various occasions. Again A.M, P.M are written in many places like government offices, schools, colleges and universities. This researcher has observed this in many places including educational institutions. In India, British English is used and hence that should be a.m. and p.m. This researcher also observed the plural of lakh and crore with a final ‘s’ used by the people in Banks, Newspapers etc. When this researcher consulted the dictionary, it was also found in the definition of crore as One hundred LAKHS. But according to rules of number, ‘s’ should not be with the plural of Lakh and Crore like Hundred, Thousand and Million. This researcher contacted the Dictionary authority and the entire story is as follows:

The word Lakh and Crore appeared first in Oxford Advance Learner’s Dictionary of Current English ed. by A. S. Hornby in its seventh edition and continued in the subsequent editions. These two words were explained as follows:

1. Lakh – noun (Ind E) a hundred thousand.
2. Crore – noun (Ind E) ten million; one hundred LAKHS

And the explanation of hundred, thousand and millions are as follows:

1. Hundred – number, (plural verb) a, one, two, several hundred without a final’s’ on hundred. Hundreds (of…) can be used if there is no number or quantity before it.
2. Thousand – Similar type of explanation was given.
3. Million – Similar type of explanation was given.

Here some anomalies are observed by this researcher. First, **Lakh** and **Crore** are shown as **noun** whereas **hundred, thousand and million** are shown as **number**. Second, there is final’s’ with **LAKH** i.e. **LAKHS**. We know numbers are determiners and hence adjectives. Therefore, according to this dictionary, Lakh and Crore are **noun** and hundred, thousand and million are **adjective**.

When contacted the dictionary authority through e-mail, the **principal editor**, **Diana Lea** replied and admitted the anomalies and assured to correct it when the dictionary reprints.

The researcher is happy to see that in the latest new eighth edition, the anomalies are corrected and now the explanation of Lakh and Crore is as follows:

1. Lakh – number (plural verb) (pl. Lakh or Lakhs)(Ind E) a hundred thousand.
2. Crore – number (plural verb) (pl. Crore or Crores) (Ind E); ten million ; one hundred LAKH.

But this researcher thinks that still there is confusion. **Lakh** and **Crore** are not explained like hundred, thousand and million as stated above. Lakhs (of…) or Crores (of…) can be used if there is no number or quantity before these two words. This is explained in case of hundred, thousand and million.

Two e-mail letters and their reply letters are annexed in the Appendices.
From the above, it can be said that anybody may commit any mistake in any form if there is no any clear idea about grammar. So students are to learn grammar so that they can avoid common mistakes in English.

3.4 Pronunciation: An Important Issue

‘Pronunciation’ is the most important and the basic issue of a language. The particular language can be spoken properly by the speaker of that language which is the person’s own mother tongue. A speaker who speaks a language which is not the mother tongue of the speaker faces problems and it cannot be spoken or pronounced correctly. The same is the problem with the people whose mother tongue is not English. English is nowadays a world language spoken by the non-English speakers. They try to speak English with proper pronunciation but many people cannot do so as there is influence of mother tongue. Only a trained person can go very near the English pronunciation.

Students who studied in English medium schools can speak English. If the teachers are English speakers or trained in pronunciation, then only the pronunciation may be correct. But in India, English medium schools run by Christian Missionaries can give their students better pronunciation of English. But in these schools also, most of the teachers are not British or American. Hence the English spoken by the students is not cent percent original. If a child is born in England or in America whose parents’ mother tongue is not English, then this particular child can adopt English pronunciation properly as it is pronounced either in England or in America respectively. It is because, when the child goes out of home, it listens only English and that is why there is impact of English language on
the particular child. And a child can adopt anything very easily. There are instances that even the illiterate persons can speak English exactly like the British or the American because they live in these two countries for a long time.

In Barak Valley, the first English medium school was Holy Cross School, Silchar established in the year 1966. And then the other English medium schools were set up. But now there are many English medium schools in Barak Valley run by the local people. Hence the situation of speaking English in these schools is not as good as Private schools managed by Christian Missionaries. But in these schools, high fees are taken from the guardians. Hence these schools are beyond the reach of the common people. But the reality is that most of the teachers are local men and women not trained in English language. Of course, there are good teachers but many of them are not good speakers as far as pronunciation is concerned.

To vernacular medium students, speaking English itself is a problem and pronunciation is another major problem to them. Due to defective pronunciation, the word may be deformed and cannot be understood. Students who studied in vernacular medium schools pronounce English words as they listened from their untrained teachers or in their own ways. The accent of their mother tongue affects English pronunciation. Hindi or Urdu language speakers cannot pronounce joined sound. Sometimes a vowel sound precedes while pronouncing a word having joined sound or sometimes a vowel sound comes in between the joined sound e.g. ‘School’ becomes ‘Ischool’ or ‘Sakool’. Similarly, ‘Student’ becomes ‘Istudent’
and the like. The result is distortion of words in pronunciation. Similar is the situation with all people speaking other languages.

Interestingly, the English speakers of the world also cannot speak other languages with proper pronunciation because they are influenced by their mother tongue which is English. The British came to India and ruled over this country for two hundred years. But they could not pronounce Indian languages properly although they stayed here for a long time. They could not even pronounce the names of persons and places of India. Their pronunciation was influenced by their English mother tongue and the result was distortion of words. Moreover, they were not serious in this regard.

But Indian people are very serious in pronouncing the names and places of other countries. On the other hand, students of English literature are taught to pronounce the names of the literary figures and places of foreign countries. ‘Shakespeare’ remained ‘Shakespeare’ and there is no change in the pronunciation and the spelling of the names like Marlowe, Milton, Shelley etc. But unfortunately the famous Indian poet and Nobel Laureate Rabindranath Thakur became Tagore to the people of the world. The title Thakur was distorted and made a global word Tagore which has no meaning at all. But behind the title Thakur there is a social identity. Similar is the case with some other names and places in India. Chottopadhay became Chatterjee, Bondopadhyay became Banarjee, Mukhopadhyay became Mukherjee, Battacharjya (Battacharya) became Battacharjee and many more. Again, Kolkata became Calcutta, Bordhoman became Burdwan, Guahati became Gauhati, Mumbai became
Bombay, Bangaluru became Banglore. Katlichorha, a place of Barak Valley became Katlicherra in English. Elahabad is a place pronounced in Bengali, but in Hindi it became Ilahabad and in English it is Allahabad although the place is one and no one knows which is the original pronunciation. ‘Ahmedabad’ is pronounced as Ahemdabad or Amdabad in Radio, TV etc. Dehli is the original word but in English it is Delhi (pronounced as Delli). Now it is Dilli.

It is a fact that a foreigner cannot pronounce Indian names and places properly. Chatterjee may be from Chatujjey, Mukherjee may be from Mukhujjey as called in Bengali dialect in West Bengal. But the tragedy is that the misspelt words and wrong and distorted pronunciation of names and places were accepted and used by the Indians as standard pronunciation. Why should we say Bengali instead of Bangla, Bengalee instead of Bangalee? We lost the originality. Although late, a trend has come very recently to correct the names of places in our country. Calcutta has become Kolkata again, Gauhati has become Guwahati again, Bombay has become Mumbai again and Bangalore has become Bangaluru again. Madras was renamed as Chennai, a Tamil name.

One might say that it is a very trifling matter and may be ignored. But according to the opinion of this researcher, it is a serious issue. If a student of English literature writes Shakespeare or Marlowe without the final ‘e’, the particular student is rebuked and even may be degraded in the examination paper. But everyone is proud of writing and pronouncing ‘Tagore’. It is a big question to this researcher and according to his opinion, ‘Tagore’ should be brought back to the original title Thakur and the people of the world should know this. But it is a
mystery how ‘Thakur’ became ‘Tagore’. One theory may be traced. The word *Thakur* may be written as *TACORE*. Here ‘C’ looks like capital ‘G’. Then *TACORE* may be *TAGORE*.

However, pronunciation is a tough task for both the teachers and students in the teaching and learning of English language. For English pronunciation, the theoretical training is not sufficient, practical training is also necessary. The best way to pronounce is to imitate proper pronunciation of the words as we find in BBC English or other people speaking English properly. Students may also learn pronunciation by comparing the pronunciation of a known word with the unknown word to be pronounced e.g. the pronunciation of ‘deaf’ can be compared with that of the known word ‘dead’. Then the pronunciation of ‘deaf’ will be ‘def’. The pronunciation of the word ‘tortoise’ is found in the pronunciation of ‘forties’. Similarly, *Bury* is found in the pronunciation of *Cherry*. This technique may be followed in the pronunciation of other words. In this way, better pronunciation can be achieved.

But everyone should know that there are differences in pronunciation between the British English and the American English. We, the Indians should follow the British Pronunciation as British English is Indian English. In American English, pronunciation is easy. e.g. *opportunity, gratitude* etc. are pronounced according to the pronunciation of letters. But in British English, the first and the second ‘t’ in the middle of the above words respectively is pronounced as ‘ch’ (as in check). ‘Schedule’ in British English is ‘Skedule’ in American English. In this way some words differ in pronunciation.
In India, it has been observed that people are using English without caring much about British English or American English. This is happening out of ignorance about the difference between both the types of English. Moreover, the influence of computer cannot be ignored as in computer, American English is normally found. The result is the mixture of British and American English both in vocabulary and in pronunciation. Anywhere-Anyplace, Handbag-Purse, Flat-Apartment, Lawyer-Attorney, Engaged-Busy, Mad-Crazy, Petrol-Gas, Trouser-Pant, Toilet-Bathroom, Shop-Store, Holydays-Vacation, Rubber-(Erazer) Eraser, Analyse-Analyze, Organise-Organize, A.M. P.M. – a.m. p.m. etc. are equally used in India. Now people have started imitating the American pronunciation of the words as it is easier than that of British and also for American political influence over the world. But the students must know the difference between British English and American English both in vocabulary and in pronunciation.

3.5 Methods of Teaching and the Teacher’s role

There are many methods of English language teaching (ELT).

1. The Grammar Translation Method 2. Direct Method 3. The Audio-lingual Method 4. The Oral Method 5. The Bilingual Method 6. The Designer Method 7. The Silent Method 8. The Communicative Language Teaching and many more. And many research works have been done on these teaching methods. Dand (1998) observes, ‘There is tremendous semantic confusion in the use of such words as methods, strategies and techniques because they are used interchangeably in the education literature. Basically, there are three methods of teaching:
transmission, inquiry and a combination of the two (or eclectic method). A method is an over all procedure or process to achieve certain goals’. However, some of the methods of teaching English are discussed below:

3.5.1 The Grammar Translation Method: The Grammar Translation Method is the oldest method of teaching. It instructs students in grammar and provides vocabulary with direct translation to memorise. This is the traditional way to learn a language through a detailed study of grammar. Nowadays teachers follow other methods like Bilingual Method. But whatever be the methods, the main teaching depends upon the particular teacher, how he teaches and how the learners receive. Thus teaching should not be a one way task. Both the teachers and the students are to be involved. According to Richards and Rodgars (1986), ‘the main characteristics of the grammar translation method are the analysis of grammar, the memorisation of the grammar rules, the translation of sentences and emphasis on word accuracy.’

According to Richards and Rodgars (1986:5-6), Grammar Translation is the way of studying a language that approaches the language first through detailed analysis of its grammar rules followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views the language learning as consisting of little more than memorising rules and facts in order to understand and manipulate morphology and syntax of the foreign language.

According to Prator and Calce-Murcia (1979:3), classes are taught in the mother tongue, much vocabulary is taught in the form of tests of isolated words.
Grammar provides the rules for putting words together. Little or no attention is given to pronunciation. But according to Larsen- Freeman (2000:9:11), ‘the basic purpose of learning a foreign language is to read its literature. Learners should be conscious of the grammatical rules of the target language and when possible, grammatical paradigms should be committed to memory.’

3.5.2 Direct Method: ‘Direct Method is a method of teaching foreign language, especially a modern language through itself, without translation and without the study of grammar. The first words are taught by pointing to the objects or pictures or by performing actions’ (Webster’s New Dictionary). In this method, translation in every shape or form is banished from the class room including the use of mother tongue and of bilingual Dictionary. Grammar is taught inductively. Oral teaching precedes any form of reading and writing.

3.5.3 Audio-lingual Method: In Audio-lingual Method, little or no grammatical explanation is provided; grammar is taught inductively. Listening, speaking, reading and writing (LSRW) are developed in an orderly way. Use of mother tongue is permitted by the teacher but it is discouraged. This is called scientific method, new key method or American method.

3.5.4 Oral or situational language teaching: It is an approach which includes structural-situational and oral approaches. According to Pittman (1963:179), ‘Our principal class room activity in the teaching of English structure will be the oral practice of structures. The oral practice of controlled sentence pattern should be given the situations designed to give the greatest amount of practice in English speech to pupil.’ This method facilitates the inductive approach to the teaching of grammar and vocabulary.
3.5.5 **Bilingual Method:** Bilingual Method was initiated by Dr. C.J. Dodson. This is the easy way and majority of the teachers use this method. The teacher uses mother tongue to explain the meaning but students are not allowed to use their mother tongue. The intention of this method is to make the students speak English fluently and write English accurately.

3.5.6 **Communicative language teaching:** Communicative language teaching is a learner-centred approach. The learner gains knowledge on grammatical competence as well as speaking skill such as what to say, how to say, where to say according to the daily needs of the speaker. According to Cooper (1968): ‘to communicate effectively a speaker must know not only how to produce any and all grammatical utterances of language but also how to use them appropriately.’ This is like group discussion method. In this method, learners learn a language through using it to communicate.

3.5.7 **Methods of Teaching in Barak Valley:** In Barak Valley, the methods of teaching English are Grammar Translation Method and Bilingual Method as stated above. Teachers follow the traditional method i.e. the Grammar Translation Method. Side by side, teachers also use the Bilingual Method to teach English. It has been observed that the grammar translation method is prevalent up to high school level and Bilingual Method in Higher Secondary level. However, there are teachers in colleges who explain the things in English. Prose, poetry, drama, novel etc. are taught in English only. But there are also teachers who believed that students come to college without a base in English. Most of the students in Degree first year cannot speak English and some of them even do not understand English.
According to them, speaking or explaining only in English is meaningless to many students. Therefore, they like to follow the Bilingual Method of Teaching.

3.5.8 Teacher’s Role in Teaching: Whatever are the methods of teaching or the subject of study, may be poetry, prose, drama, novel or grammar, the entire teaching depends upon the teacher concerned. If the teacher is sincere enough, the students will gather knowledge from his teaching. So a teacher’s role is important in teaching-learning process. According to the National policy of education (1986), ‘The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create condition which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to device appropriate methods of communication and activities relevant to the needs and capacities of and the concerns of the community.’ Hence the teacher is to innovate and appropriate methods as the situation demands. According to Ahire (2012), ‘Life is a process in which change is inevitable. In keeping with the pace of changing time, the teacher also needs to change.’ According to Q.Z. Alam (1995) ‘English is now a service subject and library language.’ He opines that the teaching of a foreign language should not be a ‘chalk and talk’ profession only.

On teacher’s role on teaching, Gatenby (1907) says, ‘If we can train the teacher, made him efficient and give him confidence, he can himself remove or get rid of most of the drawbacks.’ According to Lee (cited in Parren 1968), ‘one of the main causes of ineffective teaching in the world today is that so many teachers have inadequate command of English.’
‘At present, English teaching in India is carried on mechanically and ritualistically, without much involvement on the part of the teachers or learners. The entire exercise is examination-centred and degree driven because English teaching has not made relevant to our situation. We, in post independent India, are still living on ‘received knowledge’ partly because of our admiration for the west. English teaching still shows the Macaulayan model of 1835 and even after more than sixty years of political independence, we do not seem to think that our situation, requirements and culture are to be taken into account in planning our education and English teaching programmes. We have not even thought of the new aims and objectives of teaching English in post independent India. Change is the law of nature; seasons change, our habits change, fashion changes, and so thus our attitude. The one thing that has not changed in the last one hundred and fifty years is our syllabus. But everyone is worried about the quality of education and the standard of English without doing anything about them. The blame-game goes on, each one blaming the other - the centre blames the state, college blames the schools, administrators blame teachers, parents blame children and so on.’ (N. Krishnaswamy, 2012).

Conclusion

The present study is related to English language and its Basic grammar. The intention of the researcher is to make the students speak English, write English and know the Basic English grammar which is very essential for both speaking and writing correctly. To achieve this goal, the teachers should take the initiative without which the results will not be achieved. It may be mentioned here that a
baby is born without a language but with the passage of time, the baby acquires mastery over his or her mother tongue only by listening and speaking. Unless a student listens, he or she cannot speak. This basic thing should be kept in mind by all concerned.

In English medium schools, speaking English is compulsory from the nursery level. All the teachers irrespective of subject speak English because it is imposed on them. Hence the result is achieved. If this is done in colleges, the results will come. The under graduate students are much mature and they understand things better than earlier. They are sure to co-operate with the teacher and administration of the college.

As for English grammar, it has been observed that grammar is not taught seriously in all the colleges of Barak Valley although it is prescribed in the syllabus. So it is the duty of all the teachers of English Department to teach grammar and there should also be an arrangement for a separate class for spoken English. We should remember that the students were taught English in High Schools by the teachers who were not trained or experts in English. Hence their knowledge of English may not be up to the mark. So the students may have weakness in this subject. Thus, there should be revision of some chapters which may not be prescribed in the syllabus. However, it depends upon the quality of the students. It may not always be necessary. A class in the morning and a class in the afternoon differ because the students may be hungry and exhausted. A teacher must keep this in mind. Whatever be the method or methods, a successful teacher will apply his or her own method or way of teaching which suits the students best.