

University Paper Style (total 4 questions, 60 marks, 2.30 hours)

Topics	Units and Questions	Marks
Unit - I (English Language Teaching) (i) The Grammar Translation Method (ii) The Direct Method (iii) The Bilingual Method (iv) Macaulay's Minute on Education	Unit - I Que. 1 gen que or gen que (850-900 words) OR gen. question or two short notes	(17)
Unit - II (English Grammar) (i) Six Basic Verb Patterns (ii) Adverb/ Adjective/ Noun Clauses (iii) Simple/ Compound/ Complex Sentences	Unit - 2 Que. 2 gen que or gen que (850-900 words) OR gen. question or two short notes	(17)
Unit - III (Phonetics and Spoken English) (i) Description of Speech Sounds (ii) Vowel Sounds (iii) Phonetic Transcription	Unit - 3 Que. 3 (a) Short Note (1/2) (b) Phonetic Transcription (10/12)	(07) (10)
from Units - I, II and III	Que. 4 MCQs (9/9)	(09)

Unit - I

- (i) The Grammar Translation Method, (ii) The Direct Method, (iii) The Bilingual Method, (iv) Macaulay's Minute on Education

Discuss the Grammar-Translation Method in detail.

The Grammar-Translation Method is the oldest method of a foreign language. It is called the Classical Method because it was originally used to teach Latin, a major classical European language. As the name suggests, the Grammar-Translation Method teaches the target language through the practice of translation and the explanation of grammar rules. Students translate sentences from the target language into mother tongue and vice versa. The teacher explains the grammatical rules of the target language and compares and contrasts them with those of the mother tongue. The primary focus in the Grammar-Translation Method is on reading and writing skills. Speaking and listening skills are neglected. Accuracy in the second language is emphasized in the Grammar-Translation Method at the cost of the development of oral communication. The principles of the Grammar-Translation Method are as follows:

- (i) The traditional teaching of Latin provided the model for the Grammar Translation Method to teach modern European languages.
- (ii) Language learning is taken to be an exercise in intellectual development and there is focus on the study of literary language.

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- (iii) Grammar is taught deductively - rules are analyzed, taught and practised. Accuracy is emphasized at the cost of fluency.
- (iv) The mother tongue of the language learners functions as the medium of instruction.

The advantages and disadvantages of the Grammar-Translation Method can be summarized as follows:

Advantages	Disadvantages
1. The use of the mother tongue in explanation of words and ideas facilitates second language learning.	1. It is a traditional method of second language teaching and neglects the actual needs of the second language learner.
2. The Grammar-Translation Method emphasizes correctness and accuracy in the use of the target language.	2. With its emphasis on correctness and accuracy, the Grammar-Translation Method hinders oral fluency in the target language.
3. This method does not require proficient teachers or expensive teaching aids for teaching the second language.	3. Any limitation on the part of the teacher's preparations or proficiency harms learners' prospects in mastering the second language.
4. The Grammar-Translation Method is suitable for teaching second language in large classes.	4. It is a dull and mechanical method and discourages the learners to use the second language in real-life situations.
5. Despite many objections, the Grammar-Translation Method has survived in India because it requires minimum resources.	5. The Grammar-Translation Method is teacher-centred and encourages rote-learning and mechanical practice.

Discuss the Direct Method in detail.

The Direct Method came into existence in reaction to the Grammar-Translation Method near the end of the nineteenth century. It teaches the target language through the medium of that language. The Direct Method prohibits the use of the mother tongue in the classroom and encourages the learner to think in the target language. The Direct Method aims at teaching the second language in the same way as the mother tongue. Grammar rules are taught inductively in this method. Oral communication is considered more important than accuracy. The Direct Method demands a greater target language expertise from the teacher than the Grammar-Translation Method. The Direct Method is known as the Reform Method or Natural Method. The principles of the Direct Method are as follows:

1. The Direct Method prohibits the use of the mother tongue in the classroom and instruction takes place through the medium of the target language.
2. The Direct Method enhances the oral communication skills in the target language. It does not focus on the ability to read literature in the target language.
3. Grammar is taught inductively. Grammar rules are explained only after the students have absorbed ideas and information in the target language. Syntax is considered the most important element of grammar.
4. Concrete vocabulary is taught through demonstrations, actions, visual aids etc and abstract vocabulary is taught through the association of ideas.
5. The Direct Method approximates the first language learning experience and observes the natural order of L S R W skills. The teaching of the second language is made as natural and informal as possible.

The advantages and disadvantages of the Direct Method are as follows:

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Advantages	Disadvantages
1. The Direct Method maintains the natural order of language learning in teaching Listening, Speaking, Reading and Writing (LSRW) skills.	1. It is time-consuming to explain words and ideas without the help of the learners' mother tongue.
2. With its focus on the development of oral fluency, it encourages learners to master communication in real-life situations.	2. With its disproportionate focus on the development of oral fluency, the Direct Method neglects reading and writing skills.
3. The Direct Method reduces the interference of the mother tongue in the second language learning process.	3. In a country like India it is not affordable to employ proficient teachers and teaching aids required by the Direct Method.
4. The use of audio-visual teaching aids makes the second language learning more meaningful and interesting for the learners.	4. The Direct Method focuses much on fluency and neglects accuracy in use of the target language.
5. The Direct Method is popular because it is suitable for intensive second language learning in moderate sized classes.	5. The Direct Method has failed to gain wide popularity in India because it is not suitable for large classes with poor resources.

Discuss the Bilingual Method in detail.

In his efforts to evolve a more effective method of second language teaching, Professor C J Dodson of the University of Wales combined different aspects of the Grammar-Translation Method and the Direct Method and the Bilingual Method emerged as a result. Prof. Dodson argued that the mother tongue would disappear in some emerging countries in a few years if it is excluded from the second language classroom. He did not believe that the mother tongue interfered with the learning of the second language. The teacher must be proficient in the use of the target language as well as the native language of the learners. The principles of the Bilingual Method are as follows:

1. The Bilingual Method combines the elements of both the Grammar-Translation and the Direct Methods.
2. The Bilingual Method permits a judicious use of the mother tongue by the teacher in the initial stages of the second language teaching. The teacher can explain words and concepts in the mother tongue to facilitate the teaching-learning process.
3. The advocates of the Bilingual Method believe that it is a waste of time and resources to create life-like situations in the second language classrooms. Instead, more time is devoted to the drilling of language patterns to reinforce the knowledge of the target language.
4. The Bilingual Method considers the sentence as the basic unit of speech and lays emphasis on the use of complete sentences.
5. The Bilingual Method aims at helping the second language learner to be bilingual and therefore promotes both fluency and accuracy.

The advantages and disadvantages of the Bilingual Method can be summarized as follows:

Advantages	Disadvantages
1. The Bilingual Method is more efficient as it combines features of both the Grammar-Translation and the Direct Methods.	1. In comparison with the Grammar-Translation Method and the Direct Method, the Bilingual Method is less popular in India.
2. The Bilingual Method permits a judicious use of the mother tongue by the teacher in the initial stages of L2 learning.	2. The Bilingual Method permits a restricted use of the mother tongue by the teacher but there is always a danger of L1 interference.
3. The Bilingual Method does not require proficient teachers or expensive teaching aids for teaching the second language.	3. Lack of proficient teachers and teaching aids may harm the prospects of successful second language learning in the classroom.
4. It encourages the development of both accuracy and fluency among learners in the use of the target language.	4. The Bilingual Method is teacher-centred and uses mechanical drill practice to teach second language patterns.
5. The Bilingual Method focuses on the teaching of the four language skills of Listening, Speaking, Reading and Writing.	5. The Bilingual Method is not innovative and there is a possibility that it may degenerate into the Grammar-Translation Method.

Macaulay's "Minute on Education"

What were Macaulay's chief arguments in his "Minute on Education" for advocating English as a medium of higher education in India?

Or

Explain how Macaulay's "Minute on Education" settled the debate between the Orientalist and the Anglicist factions regarding English education in India.

Or

Discuss the historical context in which Macaulay delivered his famous "Minute on Education."

February 02, 1835 is a decisive date in the history of modern education in India. Thomas Babington Macaulay (1800-1859) delivered his "Minute on Education" on this day. The Charter Act of 1813 of the British Parliament directed the East India Company to set apart each year "a sum of not less than one lakh of rupees" for "the encouragement of the learned natives" through "the revival and promotion of literature" and "the introduction and promotion of a knowledge of the sciences." In 1823, the Company constituted the General Committee of Public Instruction. As the President of the Committee, Macaulay made it clear that the purpose of education was to promote Western knowledge among the natives and that English would be the language of instruction in higher education. He said:

The claims of our own language (English) it is hardly necessary to recapitulate. It stands preeminent even among the languages of the West.

The Charter Act of 1813 did not mention a specific language to be used as the medium of higher education. The ten members of the General Committee of Public Instruction were equally divided into two factions on this point. The Orientalists wanted to continue the old system of stipends to Sanskrit and Arabic

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students and the publication of the works in these languages. The Anglicists supported the spread of European science and ideas through the medium of English and desired to divert the funds accordingly.

The controversy was at its climax at the time when the Governor General, Lord Bentinck, appointed Macaulay the President of the Committee. His Minute settled the issue forever in favour of English. His chief arguments in the Minute are as follows:

1. **The meaning of the 1813 Act of Parliament is not properly understood:**

Macaulay argued that the meaning of the Act was not properly understood. In his view, it was not necessary to believe that the Parliament could have meant to promote the study of only Sanskrit and Arabic literatures. He said that the phrase "learned native" could also be applied to an Indian familiar with the philosophy of Locke and the poetry of Milton. Macaulay argued that English was a far better medium than Sanskrit or Arabic to teach science.

2. **The purpose of the education funds is not "unalterably fixed":**

Macaulay argued that the Orientalists have no argument against the teaching English apart from the provisions of the Act of 1813. That was the only reason why the General Committee used the funds to encourage the study of Sanskrit and Arabic. Macaulay pointed out that the purpose of spending the funds was not "unalterably fixed." The Governor General was free to use the funds the way he liked for the intellectual improvement of the natives. Macaulay was even prepared to revoke the concerned clause in the Act of 1813 to remove the confusion.

3. **The Western literature is inherently superior:**

Macaulay argued that even the Orientalists admitted the value of the Western literature. He said that he knew neither Sanskrit nor Arabic but he had read the translations of important works in these languages. In Macaulay's opinion, Sanskrit and Arabic could not compete with European languages in the matter of historical, scientific, and philosophical writing. He made one of the most imperialistic comments at this point:

... a single shelf of a good European library was worth the whole native literature of India and Arabia.

4. **The vernaculars are not fit enough for scientific education:**

Macaulay argues that the natives cannot be taught by one of the regional languages because they are not fit enough for teaching science. He hopes that the English educated Indians might in future enrich their dialects with terms of science from the Western languages.

5. **Sanskrit and Arabic have no market value:**

Macaulay said that the market is the test of the language. He argues that Sanskrit or Arabic has no market value. He says that it is not profitable to teach these languages. The students who spent the best years of life learning Sanskrit and Arabic failed to earn their livelihood. They starved and requested the government

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for financial assistance or job. Macaulay argues that it is a waste of public money to publish Sanskrit and Arabic books. He envisages English as the language of administration and trade. He proposes to create a class of Indians to who would serve as a link between the rulers and the ruled. He said:

... a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and intellect.

6. The natives are desirous to learn English:

Macaulay says that the natives do not oppose English. The Indians are willing to pay to learn English whereas they have to be paid to learn Sanskrit or Arabic. He says that many native Indians can speak English with more "facility and correctness" than non-British Europeans. He therefore recommends that the government funds should be used to promote English education in India.

Macaulay strongly champions the cause of English education in India. Till date his Minute is considered as "the Manifesto of English Education in India." Macaulay threatens to resign his position if the Committee does not accept his recommendations and promises to help in their implementation if they are accepted. The Governor General, Lord Bentinck, formally accepted Macaulay's Minute on March 07, 1835. Bentinck issued his resolution without seeking the approval of the Court of Directors in London. Thus, he risked his own political career to promote English education in India.

Write **SHORT NOTE(S)** on the following:

1. **Imperialistic overtones in Macaulay's "Minute on Education."**

Thomas Babington Macaulay (1800-1859) was a British politician, poet, essayist, scholar, and historian. He came to India in 1834 as the Law Member of the Governor General's Executive Council. Before coming here, he had already served on the Board of Control that supervised the East India Company's administration of India. When the Governor General, Lord Bentinck, appointed him the President of the General Committee of Public Instruction, the Orientalist-Anglicist controversy was at its climax. Macaulay settled the issue forever in favour of English. But his "Minute on Education" overlooked all native systems of education that had existed for centuries before the British rule. Sudhir Chella Rajan comments that Macaulay promoted English education:

... at the expense Arabic, Persian, and Sanskrit which were being taught in colonial schools.

Macaulay was not an educationist but a colonial administrator. His Minute reflects his imperialistic mindset. The document is full of derogatory references to Indians and Indian society and culture. He dismisses Indian dialects as "poor and rude." He criticizes Indian sciences and education systems. Macaulay says that even the Orientalists have admitted the "intrinsic superiority of the Western literature." He makes one of the most imperialistic comments at this point:

... a single shelf of a good European library was worth the whole native literature of India and Arabia.

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Macaulay envisages English as the language of administration and trade. Reading his Minute carefully, one might feel that he is eager to serve the colonial administration in introducing English education. He believes that the English educated Indians might play the role of "interpreters" between the British rulers and the millions of Indian subjects. He suggests to create:

... a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and intellect.

Macaulay has no doubt that the British are naturally superior to the native Indians and that the British Empire has a moral right to rule over colonial subjects. He considers England a nation of high attainments and India a "comparatively ignorant" nation. He draws a parallel between Russia and India. He says that the languages of the West civilized Russia. He believes that English would play the same role in India that Greek and Latin performed in bringing about the 'revival of learning' (Renaissance) in Europe. He recommends closing down the centres of Sanskrit and Arabic studies and divert the funds to English education so that:

... the English language might be well and thoroughly taught.

Thus, we can say that Macaulay's Minute is full of imperialistic overtones. At one point, he comments that the British authorities cannot teach Indian history, astronomy, medicine, and religion because they are 'false'.

2. Macaulay's arguments in his "Minute" against funding the Orientalist education.

Thomas Babington Macaulay (1800-1859) had obtained a great deal of knowledge of India - the British Indian territories, the princely states, religions, caste system, languages, literatures - before he came here. But this knowledge was coloured with the contemporary colonial pride and prejudice. It is not an exaggeration to say that he saw nothing good in anything Indian. The Governor General, Lord Bentinck, wanted to see English as a language of 'public business' and was eager to encourage its teaching. In 1829, he wrote to the General Committee of Public Instruction:

... it is the wish and admitted policy of the British Government to render its own language gradually and eventually the language of public business throughout the country ...

But the Committee was divided into two factions - the Orientalists and the Anglicists. The Orientalists supported the Oriental studies and wanted the government funds to be used in the teaching of Sanskrit, Persian, and Arabic languages and literatures. Bentinck found in Macaulay the right man to carry out his project and appointed him the President of the General Committee of Public Instruction. The rest is history. In his "Minute on Education" (1835), Macaulay decisively rules that English would be the medium of instruction and that the funding to the institutions of Oriental studies must be stopped.

Macaulay makes the following arguments against the Oriental education in India:

Macaulay argues that the meaning of the Charter Act of 1813 is not properly understood. In his view, it is not necessary to believe that the Parliament could have meant to promote the study of only Sanskrit and

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Arabic literature. He also argues that English, being rich in literary and scientific writing, is a better medium to teach science.

Macaulay says that the market is the test of the language. He argues that Sanskrit or Arabic has no market value. He says that it is not profitable to teach these languages. The students who spent the best years of life learning Sanskrit and Arabic failed to earn their livelihood. He argues that it is a waste of public money to publish Sanskrit and Arabic books. He taunts that the Board of Public Instruction is the Board of wasting public money.

Macaulay saw English as a language of trade and administration. He says that the natives do not oppose English. The Indians are willing to pay to learn English whereas they have to be paid to learn Sanskrit or Arabic. He says that many native Indians can speak English with more "facility and correctness" than many non-British Europeans. He recommends that no stipends should be paid to the students who study at the institutions of the Oriental learning (the Sanskrit College and the Madrassa). The government funds should be used to promote English education. He threatens to resign his position if the General Committee of Public Instruction does not accept the recommendations. The Committee had so far been using the government funds to promote the Oriental studies. Macaulay comments that:

... its whole mode of proceedings, I must consider, not merely as useless, but as positively noxious.

3. Macaulay's praises of the English language in his "Minute on Education."

Thomas Babington Macaulay's (1800-1859) command of literature - English, Greek, Roman, French, German, and Spanish - was unrivalled. He was regarded as one of the leading orators of his age. His prose is marked by rhetoric and anti-thesis. Throughout the "Minute on Education" (1835), Macaulay praises the English language. He recommends that no stipends should be paid to the students who study at the Oriental institutions (the Sanskrit College and the Madrassa). Concurrently, he advises that the government funds should be diverted to English education so that:

... the English language might be well and thoroughly taught.

In his Minute, Macaulay supports the Anglicists who favoured the use of English as a medium of higher education. He dismisses the Indian dialects as "poor and rude." He argues that the Indian regional languages (vernaculars) are not at present fit enough for scientific education. He says that Sanskrit and Arabic have no market value and it is not profitable to teach these languages. The students who spent the best years of life learning Sanskrit and Arabic failed to earn their livelihood. They starved and requested the government for financial assistance or job.

Macaulay argues that Indians cannot be taught by any of the native languages. English, he says, is rich in literary and scientific writing. In his view, English has "access to all the vast intellectual wealth which all the wisest nations of the earth have created ...". He states that English would play the same role in India that Greek and Latin performed in bringing about the 'revival of learning' (Renaissance) in Europe. Macaulay draws a parallel between Russia and India. He says that the languages of the West civilized Russia. He comments that:

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... of all foreign tongues, the English tongue is that which would be the most useful to our native subjects.

Macaulay claims that English is a prestigious language in India. It is the language of the ruling classes (the British). The higher classes of natives in the British territories speak English. He says that many Indians in Calcutta discuss political and scientific questions fluently in English. Macaulay adds that many native Indians can speak English with more "facility and correctness" than many non-British Europeans. He suggests to create:

... a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and intellect.

Macaulay claims that the natives do not oppose English education but the British are "withholding" it from them. The Indians have to be paid to be taught Sanskrit or Arabic. Macaulay says that Indians are willing to pay to learn English - a "pleasant and profitable" language. The natives do not purchase the Sanskrit and Arabic books printed with public money. Macaulay argues that, on the contrary, the printing of English books:

... realizes a profit of twenty per cent on its outlay.

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Unit - I - Points for MCQs

Texts - (i) Language Teaching Methods - *Teaching and Learning English* - M L Tickoo
(ii) Macaulay's Minute on Education

1. The Grammar-Translation method was used for several centuries in Europe to teach Greek and Latin.
 2. The Grammar-Translation Method was used in the United Kingdom to teach classical languages.
 3. The Grammar-Translation Method does not pay attention to the teaching of pronunciation.
 4. Reading receives the highest attention in the Grammar-Translation method.
 5. The Grammar-Translation Method has a special appeal for teachers in India as it relies on memory for language learning.
 6. Speech is the primary focus of the Direct Method.
 7. The Direct Method is against the use of the Mother Tongue in the classroom.
 8. Grammar is taught inductively in the Direct Method.
 9. C J Dodson introduced the Bilingual Method.
 10. The use of dialogues brings the Bilingual Method closer to the Audio-lingual Method.
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11. The British Parliament passed the Act of 1813.
 12. The Act of 1813 directed the East India Company to set apart each year not less than one lakh rupees for the promotion of education among the natives.
 13. Macaulay was a member of the Council of India.
 14. Macaulay says that the Governor General is free to use his discretion to spend the funds to promote education in India.
 15. Egypt was once superior in knowledge to the nations of Europe.

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16. The funding of the Oriental education is referred to as "the old system" in Macaulay's Minute.
17. Macaulay says that the native dialects are not fit enough to convey literary or scientific information.
18. One half of the General Committee desired English to be a medium of higher education.
19. Macaulay says that the Eastern writers have expressed themselves best in poetry.
20. English stands preeminent among the languages of the West.
21. Ancient Greek and Latin writings brought about a revival of learning in Europe.
22. Macaulay says that Russia was in a barbarous state in the preceding 120 years.
23. The languages of Western Europe civilized Russia.
24. Macaulay says that the Orientalists believed that they could secure the cooperation of the natives only by teaching Sanskrit and Arabic.
25. Ex-students of the Sanskrit College presented a petition to the General Committee of Public Instruction for a recommendation to the Governor General for a government job.
26. Macaulay uses the phrase "champions of error" for the students of the Oriental institutions.
27. Macaulay says that in the previous three years the General Committee spent 60,000 rupees on printing Oriental literature and recovered less than 1000 rupees from its sale.
28. The School Book Society sells seven or eight thousand English books every year at a twenty percent profit.
29. The Law Commission assisted the British Government in India to prepare digests of religious books.
30. Macaulay says that Benares is the seat of Brahminical learning and Delhi a seat of Arabic learning.

Unit - II English Grammar

(i) Six Basic Verb Patterns, (ii) Adverb/ Adjective/ Noun Clauses, (iii) Simple/ Compound/ Complex Sentences

(1) Discuss the Six Basic Verb Patterns in detail.

A sentence is a group of words organized in a proper order to convey the meaning. It must have a subject and a verb. The verb is the most important word in the sentence. Sentence patterns are also called "verb patterns". Two other main elements in the sentence are - object and complement.

Geoffrey Leech and Jan Svartvik discuss six basic sentence patterns in English. They are: (1) SV (2) SVC (3) SVO (4) SVOO (5) SVOC and (6) SVOV. We will discuss all these sentence patterns with examples.

(1) SV (subject + verb) - This sentence pattern has only a subject and a verb. The verb has no object or a complement. Consider the following examples:

The birds sing./ Who cares?/ The car started./ It was raining./ The sun shines./ Your time starts now./ She is laughing./ And then it stopped./ Her heart sank./ You are doing well./ The door opened.

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- (2) SVC (subject + verb + complement) - This sentence pattern occurs with a subject, a linking verb and a complement.

The linking verb joins the subject and the complement. "Be" is the most common linking verb. Other linking verbs are - look, appear, seem, become, go etc. The complement can be a noun, pronoun, an adjective, an adverb or an adverbial, a prepositional phrase etc. Consider the following examples:

Amitabh is an actor./ That is it./ He has been impatient./ I am here./ Who is absent today?/ You look smart./ She appears cool./ It seems difficult./ He became angry./ The prices went out of control./ He turned round and round.

- (3) SVO (subject + verb + object) - This sentence pattern occurs when the (transitive) verb has one object. A noun or pronoun, a noun phrase, a gerund, a to-infinitive phrase etc. can function as an object. Consider the following examples:

I love my India./ They invited us./ We have missed the train./ I like swimming./ Don't start borrowing money./ I want to go there./ He agreed to join the group.

- (4) SVOO (subject + verb + object + object) - This sentence pattern occurs when the (di-transitive) verb has two objects. The first object is called "indirect object" and the second one "direct object." Consider the following examples:

We offered him a job./ He sold us old books./ The man left his widow nothing./ The principal gave us the password./ Who will bring us good days?/ Do I owe you anything?/ The postman handed me a letter./ Could you please pass me the salt?/ I wish you a happy journey./ He was asked an awkward question. (passive voice).

- (5) SVOC (subject + verb + object + complement) - This sentence pattern occurs when the verb has an object and an object complement. Consider the following examples:

The police found the locker empty./ We proved him wrong./ The governor set the prisoners free./ He made his parents proud./ Please cut the long story short./ We made it impossible./ Have I made that clear?/ It made me feel sick.

- (6) SVOV (subject + verb + object + verb) - This sentence pattern occurs when the verb has an object and another verb (infinitive). Consider the following examples:

Have you heard Arijit sing?/ I want you to believe me./ Will you help me finish the task?/ The doctor advised me to take rest./ The law does not permit us to exploit anyone./ Would you like me to join you?/ The manager asked me to work overtime.

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(2) Adverb Clauses, Adjective Clauses, Noun Clauses.

(i) Discuss Adverb Clauses with examples:

A clause is a group of words containing a subject and a predicate of its own. Sentences can have one or more clauses. Subordinate clauses are of three types - adverb clauses, adjective clauses or noun clauses. Nine types of adverb clauses have been discussed here.

(1) Adverbial clause of time:

Adverbial clause of time answers the question "when" by telling us the time of the action in the main clause. It begins with conjunctions like - after, as, before, since, till, when, while etc. Consider the following examples:

- What will you do after you finish graduation?
- We got fresh air as we climbed up.
- Wash your hands before you have your meal.
- I have not seen Vijay since he left India.
- Could you wait here till I come back?
- Mice play when the cat is away.
- Make hay while the sun shines.

(2) Adverbial clause of place:

Adverbial clause of place answers the question "where" by telling us about the place of the action in the main clause. It begins with conjunctions like - where, wherever etc. Consider the following examples:

- Where there is smoke, there is fire.
- Stay where you are.
- There is crime where there is poverty.
- Wherever Simon went, people protested against him.
- Wherever I looked, I found flowers.

(3) Adverbial clause of reason:

Adverbial clause of reason answers the question "why" by telling us the reason for the action in the main clause. It begins with conjunctions like - as, because, for, in case, since etc. Consider the following examples:

- My friends congratulated me as I won the first prize.

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- As I was late, the teacher punished me.
- I didn't eat because I wasn't hungry.
- We missed the bus because we got up late.
- Anna lives a simple life, for he is a Gandhian.
- The leader was upset, for he had lost the election.
- He carried an umbrella in case it rained.
- Hold on to the rail in case you fall.
- I will not trust you since the story sounds incredible.
- Since you have apologized, we will not punish you.

(4) Adverbial clause of purpose:

Adverbial clause of purpose answers the question "what for" by telling us the purpose of the action in the main clause. It is introduced by conjunctions like - in order that, so, so that etc. Consider the following examples:

- Make your message clear in order that there is no misunderstanding.
- He worked hard in order that his family might live comfortably.
- Exercise regularly so you may keep fit.
- I am going early so I don't have to stand in a queue.
- The teacher spoke loudly so that every student could hear him.
- Kapil's father bought a buffalo so that his son could have fresh milk daily.

(5) Adverbial clause of result:

Adverbial clause of result tells us the result of the action in the main clause. It is introduced by conjunctions like - so --- that, such --- that etc. Consider the following examples:

- Bhima was so strong that he could defeat anyone.
- So many people came to the meeting that we didn't get a seat.
- Vinay Maliya borrowed so much money that he couldn't pay back.
- Rajni Thalaiva ran so fast that no one could catch him.
- They had such a small house that they could not invite guests.
- Danqal was such a great movie that I watched it several times.

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(6) Adverbial clause of condition:

Adverbial clause of condition tells us the conditions or the circumstances under which the action in the main clause takes place. It is introduced by conjunctions like - as long as, if, unless etc. Consider the following examples:

- We can trust Sonu as long as he doesn't join politics.
- There will be no trouble as long as you keep your mouth shut.
- I'll come if you invite me.
- I shall be happy if you join us.
- Plants will die if they don't get water.
- I can't help you unless you tell me your trouble.
- You won't succeed unless you work hard.

(7) Adverbial clause of contrast or concession:

Adverbial clause of contrast or concession tells us something surprising or contrary to the statement in the main clause. It is introduced by conjunctions like - although, even if, even though, though etc. Consider the following examples:

- He has a weak heart although he has been doing yoga regularly.
- Sachin failed although he had worked hard.
- Forgive others even if they harm you.
- You must not lose confidence even if you fail at times.
- She cannot speak Gujarati even though she has lived here for twenty years.
- Even though the exam was easy, Pappu failed.
- We don't know him though he has lived in the neighbourhood for years.
- Though the house was beyond our means, we bought it.

(8) Adverbial clause of manner:

Adverbial clause of manner answers the question "how" by telling us how the action in the main clause happens. It is introduced by conjunctions like - as, as if, as though, just as, just like, the way etc. Consider the following examples:

- Pronounce the word as I do it.
- You are looking at me as if I am an enemy.
- The child was crying as though it was hungry.

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- Kashmir is beautiful, just like you told us.
- They jumped from the tree the way a monkey does.

(9) Adverbial clause of comparison:

Adverbial clause of comparison compares the quality or the action in the main clause. It is introduced by conjunctions like - "as ... as" and "than". Consider the following examples:

- Rajni runs faster than anyone does.
- I cannot sing as well as Sonu can.
- Nothing is crueller than the glorification of war (is).
- We will try as much as we can.

(ii) Discuss Adjective (Relative) Clauses with examples:

A clause is a group of words containing a subject and a predicate of its own. Sentences can have one or more clauses. Subordinate clauses are of three types - adverb clauses, adjective clauses or noun clauses.

Adjective clauses are also called "relative clauses". They function like an adjective and describe the noun, the noun phrase or pronoun in the main clause. Adjective clauses are joined with the main clause with (a) relative pronouns and (b) relative adverbs.

(a) Relative pronouns - who, whom, whose (to refer to people), and which, that, whose (to refer to animals and things).

Adjective clauses that refer to people:

- The boy who stole your purse has been caught.
- Shakespeare, who has written about 37 plays, is a great artist.
- The man whom you wanted to meet has come.
- Those whom the gods love die young.
- Kejriwal is the man whose car was stolen.
- These children whose parents have abandoned them need our support.

Adjective clauses that refer to animals and things:

- That is the story which I want to share with you today.
- We cannot accept the things which others have rejected.
- The hand that rocks the cradle rules the world.

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- Give me a medicine that can relieve my pain.
- No one can stop an idea whose time has come.
- The books whose pages have been torn should be discarded from the library.

(b) Relative adverbs - where, when, why

- I want to live in a country where there is no poverty.
- The spot where Lincoln has been buried is a famous monument.
- Tell me the time when I should come.
- This is the only time when she didn't win.
- The reason why you help others is not important.
- That is the reason why I got late.

(iii) Discuss Noun Clauses with examples:

A clause is a group of words containing a subject and a predicate of its own. Subordinate clauses are of three types - adverb clauses, adjective clauses or noun clauses.

Noun clauses perform the function of a noun - as a subject, as an object or as a complement. They tell us what someone says, thinks or asks. Noun clauses begin with words like - how, if, that, what, whatever, when, where, whether, which, who, whom, why etc.

Noun clause as a subject:

What you have done is fine.

How he makes that much money is a mystery.

That people may sometimes fail should be clear to you.

Whether he will come or not is not certain.

What the astrologer predicted has happened.

Noun clause as an object:

We know that you are innocent.

They don't remember when they bought this house.

I wonder why the college is closed today.

She asked her Mom if she could go to a movie.

Take whatever you like.

Can you tell me who moved my cheese?

They announced that India had won the match.

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Noun clause as a complement:

He is not what he appears.

The problem is how we can contact the police.

Life is what we make it.

That is how I feel.

The question was where we could find the money.

(3) Discuss Simple/ Compound/ Complex Sentences with examples.

A clause is a group of words containing a subject and a predicate. The subject is the thing or person we are talking about. The predicate says something about the subject. According to the clause structure, there are three types of the sentence - the simple sentence, the compound sentence, and the complex sentence.

The simple sentence:

The simple sentence has only one clause. Therefore, it contains one finite verb. Consider the following examples:

- I am the king.
- The crows are black everywhere.
- Blood is thicker than water.
- The policemen are doing their duty.
- Rama killed Ravana.
- May God bless you!
- Leaders disappear after elections.
- We have maintained good relations with our neighbours.

The compound sentence:

The compound sentence has two or more main clauses (independent) clauses. Main clauses make sense independently and can stand on their own. Coordinating conjunctions - and, or, but, so - are used to join the clauses in the compound sentence. Consider the following examples:

- Some like hot coffee and some like cold coffee.
- He rang the doctor and fixed an appointment.
- Please keep quiet or leave the room.
- Do or die.

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- He has lots of money but he is a miser.
- I am not free but I will spare time for you.
- He lost his job, so he remained depressed.
- You called me, so I have come.

The complex sentence:

The complex sentence has one main clause and one or more subordinate (dependent) clauses. The subordinate clause depends on the main clause for its meaning and existence. The main clause and the subordinate clauses in the complex sentence are joined by subordinating conjunctions (after, as, because, before, if, unless, etc), relative pronouns (who, whom, whose, which, that), relative adverbs (why, when, where) and questions words (how, what etc). Consider the following examples:

- Here is the medicine (main clause) that can cure your illness (subordinate clause).
- When we reached the station, (subordinate clause) we realized (main clause) that we had left the children at home (subordinate clause).
- Have you decided (main clause) what you want to do now (subordinate clause)?
- We'll miss the flight (main clause) if we don't hurry (subordinate clause).
- She reached home (main clause) before it was dark (subordinate clause).

Unit - II - Points for MCQs

Texts - (i) *Communicative Grammar of English* - Leech and Svartvik
(ii) *English Grammar for Students* - Seaton and Mew

1. In the sentence "They offered him a job," the word "job" is a direct object.
2. The sentence "The fragrance spread everywhere," follows the SV sentence pattern.
3. The main elements in the sentence are - subject, verb, object and complement.
4. In the sentence "We found the house expensive," the word "expensive" is a complement.
5. Linking verb links the subject with the complement.
6. "Till" is used as a conjunction in the adverb clause of time.
7. A subordinate clause is also called a dependent clause.
8. In the sentence "It looks as if it's going to rain", the underlined part is an example of the adverb clause of manner.
9. In the sentence "He has decided to retire though he is only 53," the underlined part is an example of the adverb clause of contrast.
10. In the sentence "I'll come if you invite me," the underlined part is an example of the adverb clause of condition.
11. A compound sentence has two or more main clauses.
12. A simple sentence has only one main clause.
13. A sentence with one main clause and one subordinate clause is called complex sentence.
14. Compound sentence uses coordinating conjunctions.
15. A clause is a group of words that has a subject and a verb.

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