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

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### Structure

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

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### 5.0 OBJECTIVES

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

- explain the significance of grammar in meaning-making when learning a language;
- distinguish between forms and functions of similar or dissimilar sentences (with suitable examples) and establish the relationship (or the lack thereof) between these two aspects;
- revisit and review a few selected aspects of English grammar i.e. tenses, conditional clauses and passive constructions;
- explain inter-language and enumerate the factors that lead to this situation;
- discuss (with examples) the advantages and disadvantages of self-correction; peer correction and individual and whole group (error) correction by the teacher in a classroom.

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### 5.1 INTRODUCTION

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

As classroom teachers we are often faced with a very peculiar and contradictory

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

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## 5.2 UNDERSTANDING FORMS AND FUNCTIONS IN ENGLISH LANGUAGE

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

- Forms of language
- Functions of language

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

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

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

- *Informative Language Functions*: Communicating information such as facts, comparison and contrast, cause and effect relationship, summarising, sequencing, questioning, answering techniques, etc.
- *Expressive Language Functions*: Reporting feelings or attitudes or evoking these feelings in the reader or listener (e.g. persuasion, agreeing/disagreeing, apologizing, expressing enthusiasm/disappointment, dealing with anger, sadness, indifference, etc.)
- *Directive Language Functions*: Using language to cause or prevent actions, such as commands or requests (e.g. inviting some of your friends to dinner, giving directions to reach the restaurant, how to make soft roti,) etc.

As teachers what we must make our learners in higher levels comprehend and appreciate is the fact that there is no one to one match between grammatical form and communicative functions. For example, *The room is quite warm*

(declarative sentence in simple present tense) might be used in different contexts as informative (an observation); expressive (how one feels at the moment) or directive (to switch on the air-conditioner). Hence, your students must *realize* that a context often determines the purpose of an utterance. Similarly, if we wish to invite someone we use the language of inviting. For example, we might say

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

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

### Check Your Progress 1

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

List A - Questions:

- i What is your plan for the evening?
- ii Is that a suspension bridge or a cantilever bridge?
- iii What sort of ring was Rini wearing?
- iv Would you mind holding this packet for a minute?
- v What do you think of the English teacher?
- vi Why does she always ask such stupid questions?

List B - Function:

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

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

- 2) What is common in the following sentences – *form* or *function*?
- i Do that and you'll be in trouble.
  - ii You'd better not do that.
  - iii If you do that, you'll be in trouble.
  - iv I wouldn't do that, if I were you.
  - v Mind you don't do that.

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

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### 5.3 THE USE OF TENSES IN ENGLISH

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

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

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

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- There is no future tense in English.

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

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

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

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

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

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

I **have** a severe headache.

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

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

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

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

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

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

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

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

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

We would like to draw your attention, very briefly, to the point that it is possible to use the same form (i.e. present or past tense) to talk of different points of time.

In the words of David Crystal, we can say that, ‘...there is no identity between tense and time. Present and past tenses can be used to refer to all parts of a time line,’ i. e. past time, present time (includes now) and future time. This you can easily understand if you read the following sentences carefully. All these sentences express habitual or routine actions. What are the different ways in which the function is realized?

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

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

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

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

He *has been* in prison for fifteen years. (He is probably still there.)

I *have lived* in Delhi for five years. (I still do.)

The **perfective aspect** is formed by using the verb ‘*have*’. For example:

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

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

We went to Srinagar in 1986.

My father was 86 when he passed away last year.

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

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

We *have eaten* all the curd-rice for lunch. (There aren't any left.)

*Have you completed* the project proposal? (You are expected to submit it now.)

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

I saw Tara a week ago.

I have not seen Shefali since December.

Using the wrong adverbial is a common error made by ESL learners, (students studying English as a second language).

Your teachers must have made you conscious of the fact that the verb is the central element of a sentence. We would like to remind you here that you have to learn all about tense and aspect of verbs because a good knowledge of verbs is important to infer and comprehend the relationship between the different sentences in a given text. You would also need verbs to express your ideas in any kind of advanced level writing tasks — be it descriptive, expository, discursive or narrative or even a simple task like letter writing or answering questions based on reading texts. For transformation exercises, which are set in your examination question papers, you would need a thorough knowledge of the correct form of the verb.

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

**Check Your Progress 2**

- 1) Consult any grammar book to list the different functions that a verb in the simple present tense performs. Now identify the functions of the verb forms in the sentences given below.
  - i) Water boils at 100 degrees centigrade. ....
  - ii) She plays the piano really well. ....
  - iii) The easiest way to go to Delhi Haat is to take the Metro from Model Town.....
  - iv) Separate the egg whites and the yolks and keep them in two separate bowls. Beat the whites stiff till they stand in peaks .....
  - v) Saurav Ganguly wins the toss and decides to bat first .....
  - vi) Rani plans to join her new job in September. She wants to rest for two

weeks before taking up the new assignment .....

- 2) The following sentences are in the present continuous tense. But how does the meaning differ in each sentence?
- i) Air pollution is becoming worse day by day.
  - ii) The Delhi government is planning to allow even and odd number cars on alternate days on the road.
  - iii) I'm going to attend a mono-acting programme on Kabir by Shekhar Sen.
  - iv) It is snowing in Shimla.
  - v) I'm forever looking for my room keys.
- 3) What is the difference in the set of sentences given below?
- i (a) The sun rises in the east.  
(b) The sun is rising over the horizon. What a beautiful sight.
  - ii (a) In summer, it always rains in the evening in this place.  
(b) It is not raining but is pouring now. How can you think of going out?
  - iii (a) Joy reads a lot of books.  
(b) He is reading the Glass Palace by Amitava Ghosh now.
  - iv (a) There was an explosion at the crowded Sarojini Nagar Market before Diwali.  
(b) There has been an explosion at Sarojini Nagar market. Many people have lost their lives.
  - v (a) The Mughal Gardens at Rashtrapati Bhavan have been opened for public. Have you ever been there?  
(b) We went to the Mughal Gardens at Rashtrapati Bhavan last week. It is opened for public viewing only for a fortnight.
- 4 (a) Underline all the verbs in the simple present and put a circle round all the verbs in the present continuous. Comment on the utility of this kind of an exercise in higher classes.

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

*(Adapted from Collins Cobuild English Grammar Exercises)*

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



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

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## 5.4 PROBABLE HARDSPOTS FOR ESL LEARNERS

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

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

### 5.4.1 The Conditionals

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

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

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

*Syntactical Structure*

*Conditional Clause;*                      *main clause*

If + present tense;                      will + infinitive + consequence

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

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

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

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

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

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

If I **walked** for at least twenty minutes every day, my blood sugar **would be** more **controlled**.

If Shalini **didn't know** what to do, she **should** have asked you.

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

If I **had** a camera, I **could** take a few photographs.

If you **had** a calculator, we **could** finish the calculations faster.

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

If I **were** you, I **would** ask a doctor for some advice.

If I **were** you, I **would** settle the dispute as early as possible.

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

#### *Syntactical Structure*

Conditional Clause

If + Past Tense

If I **had** money, I **would buy** a house in Kasauli.

If you **needed** an invitation to the Opening Ceremony, I **could get** you one.

Main Clause

could/would + infinitive

#### Third Conditional

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

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

#### *Syntactical Structure*

Conditional Clause

If + past perfect, ...

Main clause

would/ could/might + have + past participle

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

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

If you **had taken** a taxi, you **wouldn't have missed** the train.

Mummy **wouldn't have been** so tired, if she **had gone** to bed earlier.

Ronnie **would have been** on time for the interview, if he **had left** the house at quarter past eight.

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

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

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

### Check Your progress 3

- 1) Complete the sentences given below.
  - i If my daughter comes tomorrow.....
  - ii We will all be very happy if.....
  - iii If I have enough money, .....
  - iv I could take your photo if.....
  - v ....., I would buy a house in Kodaikanal.
  - vi If you had a dictionary.....
  - vii Sheila would build up a well-stocked children's library, if only the School Principal.....
  - viii If I were you, .....
  - ix I wouldn't have caught a cold, if .....
  - x We wouldn't have missed the train if .....
  - xi If we had taken the earlier train.....
  - xii If we had taken leave for a few more days, we.....
- 2) What does the speaker mean?
  - i Riya could have worn her new dress, if only the tailor had altered it on time.
  - ii If you had told me before, I wouldn't have shared our Sunday plans with Prateek.
  - iii Fever for over a week should not be neglected. If I were you, I would have gone to the doctor by now.
  - iv If Tina had asked me, I would have suggested wearing something warmer.

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

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

i If he worked hard, he would pass.

ii If he had worked, he would have passed.

iii He'll pass if he works hard.

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

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

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

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

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

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

(From: Teach Grammar ... Scott Thornbury)

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

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

### 5.4.2 Passive Constructions

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

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

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

~~A nice house is had by Shoubhik and Mandira.~~

Similarly,

*My dresses don't fit me any more (cannot be changed to I'm not fitted by my dresses.)*

*My sister lacks tact (and not Tact is lacked by my sister).*

*They walked into the room (and not The room was walked into.).*

We often choose to use passive structures when we want to talk about an action, but are not interested in saying who or what does it. For example: *Honey is squeezed from the comb or is sold in the comb cut from the hive.*

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

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

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

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

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

- a) The object is a reflexive, reciprocal or possessive pronoun. For example:  
She hurt *herself* in the darkness. (Reflexive)  
During the floods in Chennai, the neighbours helped *each other*. (Reciprocal)
- b) Verbs in the active sentence like **resemble** or **lack**. For example:  
I *lack* patience.  
My brother *resembles* my mother.
- You already know that we prefer to choose a passive construction when it is preferable not to mention the performer or when we do not know who the performer is. For example:

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

- In situations of social and historical significance the passive form is used.  
The Agra Fort which was earlier a brick fort *was held* by the Chauhan Rajputs. Later it *was rebuilt* in red sandstone during the reign of Akbar. The Fatehpur Sikri *was also constructed* during this period in honour of the great Sufi Saint Salim Chishti.

Passives are used to:

- To describe a process:  
To make methi parathas, wheat flour *is mixed* with besan and *sieved*. Finely chopped methi leaves *are mixed* into the flour mixture and *kneaded*.
- For classifying:  
Based on the components and size of the particles, soil *is classified* into different types, namely sandy, clay, silt, loamy, peat, and chalky soil.
- or making proposals:  
The abacus project proposed for children between the ages of four to fourteen *would be used* not only to promote better numeracy skills but also to stimulate visual memory for faster mental operations.
- For warning:  
Driving *should be avoided* after too many (alcoholic) drinks at a party.
- For defining:  
A delta, or an area of low flat fertile land, *is shaped* like a triangle. Deltas *are formed* where the river splits into several branches before entering the sea. They *are formed* in the regions of low tides and coastal plains.
- For offering suggestions:

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

**Check Your Progress 4**

1) Explain the contexts of the following sentences (the first one is done for you.) Why is the agent not mentioned?

i) The litmus paper is placed in the liquid.

Example: *(Scientific experiment) The person is a scientist / teacher/ student / researcher. Therefore, the doer of the action is taken for granted.*

ii) The chicken breasts are cleaned, washed and then cut into half inch broad strips.....

iii) The order to Public Works Department (PWD) to carry out patchwork on Delhi roads was revoked.....

iv) A cricketer, who was charged with match fixing was banned for five years. ....

v) Common sleep disorders that rob many people from a good night's sleep can be classified in four categories. ....

2) Rewrite the following headlines using a passive construction. Provide an agent if you think would add to the meaning.

i) 1000 strong Police Personnel deployed amid security fears.

ii) Despite outcry, Japan to resume whaling.

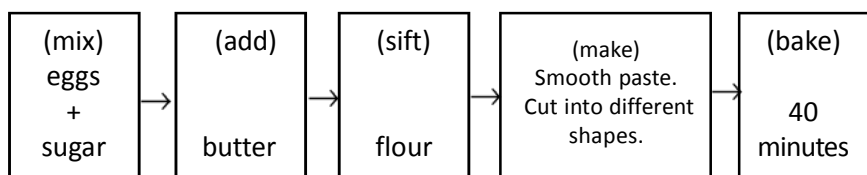
iii) Teen abducted, hidden at school.

iv) Projects planned to decongest city traffic points.

v) New method for ice-free preservation of tissues discovered.

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3) Use the information boxes to write a paragraph on how biscuits are made. Use the passive voice and appropriate sequencers. (*First, after that, finally, next, then*)



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

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

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

### A New Material to Make Roads Ice Proof

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

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

### 5.4.3 Pseudo – passives

Read the following sentences.

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

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

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

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

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



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

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

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

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

### Check Your Progress 5

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

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

## 5.5 INTERLANGUAGE – CAUSES AND EFFECTS

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

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

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

### Check Your Progress 6

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

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

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

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

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.....

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

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

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## 5.6 ERROR CORRECTIONS – WAYS AND MEANS

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

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

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

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

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

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

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

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

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

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

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

.....

.....

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

**Check Your Progress 7**

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

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

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

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

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

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

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

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

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## 5.8 CONCLUSION

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

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

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

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

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

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

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

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

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## 5.8 LET US SUM UP

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- We cannot ignore grammar in language as it directly influences the effectiveness and meaning of what we would like to convey. Language and grammar both go side by side, we cannot separate one from another and we should teach grammar combining it with language in a communicative way.
- Although students can successfully complete form-focused grammar exercises, they cannot always transfer this knowledge of rules to sustained writing tasks.
- Forms of languages tell us about different sentence patterns and the inflections of nouns (for indicating number/ gender), adjectives (for degrees of comparison), verbs (for time, tense and aspect), pronouns (person, number, gender) etc. All contribute to the overall meaning of a sentence, paragraph and discourse. Students gradually learn the significance of all these components in adding to the shades of meaning and nuances of language.
- Language functions are more about communication and can be informative, expressive, directive, phatic, ceremonial or performative.
- There is no one to one co-relation between grammatical form and communicative function. The same expression may convey different meanings in different contexts.
- The time marker in most sentences is the verb phrase which in most cases is supported by an adverb. There are two tenses in English language – present tense and past tense – while future time is indicated in a variety of ways. The aspect of the verb tells us whether the action is in progress (continuous) or if an action is continuing up to the present (perfective).
- While it is desirable to visit different areas of grammar in different classes – it has been noticed by researchers that the proper uses of tenses, the conditional clauses and passive constructions are some of the areas of grammar where students make a lot of errors.
- Language learners, especially second language learners, go through different phases of transition. L1 interference and overgeneralization often result in what is known as interlanguage. A learner's interlanguage changes frequently as he or she becomes more proficient in the target language. The term interlanguage draws attention to the fact that the learner's language system is neither that of his mother tongue nor that of the second language.
- While learning a language, learners are bound to make mistakes. Those mistakes which learners are able to correct themselves (on their own or when pointed out) are indicative of their attempts to take the desired learning steps.
- However, despite repeated corrections or providing ample support, students continue making errors. These may be caused by several different processes:
  - Borrowing patterns from mother tongue;
  - Extending patterns from the target language; and



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

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## 5.9 KEY WORDS

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

I'd like to go to Paris/Swaziland

Or

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

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

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

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

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

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

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

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

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

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

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

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## 5.11 ANSWERS

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### Check your progress 1

- i) What is your plan for the evening? – Asking/confirming availability (before making a request)
- ii) Is that a suspension bridge or a cantilever bridge? – Distinguishing between two alternatives.

- iii) What sort of ring was Rini wearing? – Asking for a description.
  - iv) Would you mind holding this packet for a minute? – Asking for assistance.
  - v) What do you think of the English teacher? – Asking for opinion
  - vi) Why does she always ask such stupid questions? – Expressing irritation
- 2) All the sentences are warning couched in different structures.
- 3) Performative utterances: Language which performs the action it reports, e.g. “I do” in marriage ceremony, or words like promise, apologize or congratulate. The words denote an action which is performed by using the version the first person.

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

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

### Check Your Progress 2

- 1)
  - i) Water boils at 100 degrees centigrade. **Universal truth**
  - ii) She plays the piano really well. **Habit (repeated action)**
  - iii) The easiest way to go to Delhi Haat is to take the Metro from Model Town. **Giving suggestions/advice**
  - iv) Separate the egg whites and the yolks and keep them in two separate bowls. Beat the whites stiff till they stand in peaks. **Instructions**
  - v) Saurav Ganguly wins the toss and decides to bat first. **Present event (commentary)**
  - vi) Rani plans to join her new job in September. She wants to rest for two weeks before taking up the new assignment. **Plans (proposed) for a future time**
- 2)
  - i) Air pollution is becoming worse day by day. **Progressive change**
  - ii) The Delhi government is planning to allow even and odd number cars on alternate days on the road. **Proposed plans for future time**
  - iii) I'm going to attend a mono-acting programme on Kabir by Shekhar Sen. **(fixed) plan for future time**
  - iv) It is snowing in Shimla. **Event happening at the time of talking**
  - v) I'm forever looking for my room keys. **Habitual action that takes place regularly.**
- 3) Difference in the set of sentences given below:
  - i)
    - a) The sun rises in the east. **(Universal truth. True for all times)**
    - b) The sun is rising over the horizon. What a beautiful sight! **(Temporary event happening at the time of speaking)**

- ii a) In summer, it always rains in the evening in this place. (**Frequent action**)  
b) It is not raining but is pouring now. How can you think of going out? (**Temporary event happening at the time of speaking**)
- iii a) Joy reads a lot of books. (**Regular action**)  
b) He is reading the Glass Palace by Amitava Ghosh now. (**Event in progress but definitely for a limited period**)
- iv a) There was an explosion at the crowded Sarojini Nagar Market before Diwali. (**Event happened in the past**)  
b) There has been an explosion at Sarojini Nagar market. Many people have lost their lives. (**Past event but the effects (result) can be felt in the present time**).
- v a) The Mughal Gardens at Rashtrapati Bhavan have been opened for public. Have you ever been there? (**Event in a period leading up to present time**)  
b) We went to the Mughal Gardens at Rashtrapati Bhavan last week. It is opened for public viewing only for a fortnight. (**Event took place in past time**)
- 4) Verbs in the simple present have been underlined and all the verbs in the present continuous have been made bold:

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

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

### Check Your Progress 3

- 1) (These are suggested examples. Your own answers can be very different.)  
Completed sentences:
- i If my daughter comes tomorrow, we will go to The Garden of Five Senses to see the exhibition.
- ii We will all be very happy if you spend the weekend with us.
- iii If I have enough money, I will buy a small house in Ooty.
- iv I could take your photo if I had a camera/a mobile with a good quality camera.

- v If my husband agrees, I would buy a house in Kodaikanal.
- vi If you had a dictionary, you could have checked the pronunciation or the meaning of the word in the given context.
- vii Sheila would build up a well-stocked children's library, if only the School Principal had agreed to her proposal.
- viii If I were you, I would never neglect such high fever for many days.
- ix I wouldn't have caught a cold, if I had taken my umbrella with me in the morning.
- x We wouldn't have missed the train if we had not been held up in the traffic jam.
- xi If we had taken the earlier train, we could have visited the Titanic House in the afternoon.
- xii If we had taken leave for a few more days, we could have stayed here for a few more days. This is such a quiet and peaceful place.

2) What does the speaker mean?

- i Riya could have worn her new dress, if only the tailor had altered it on time.

**Riya could not wear her new dress because the tailor did not do the alterations on time.**

- ii If you had told me before, I wouldn't have shared our Sunday plans with Prateek.

**I shared our Sunday plans with Prateek because you never told me not to. / I did not know it was to be kept secret.**

- iii Fever for over a week should not be neglected. If I were you, I would have gone to the doctor by now.

**Go visit a doctor. The fever may be indicative of more serious illness than you think.**

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

**Tina is wearing something very light which is not very warm. (She may feel cold later.)**

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

**Gopal becomes angry very quickly. His colleagues do not like him much.**

3) i If he worked hard, he would pass. **(b) a lazy student**

- ii If he had worked, he would have passed. **(c) an ex-student.**

- iii He'll pass if he works hard. **(a) a good student**

4) Match the clauses:

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

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

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

(You could construct more meaningful sentences.)

#### Check Your Progress 4

- i) The litmus paper is placed in the liquid. *The person is either a scientist / teacher / student / researcher. Therefore, the doer of the action is taken for granted.*
- ii) The chicken breasts are cleaned, washed and then cut into half inch broad strips.  
*Recipe / instructions for making a chicken dish.*  
*How to cook is more important than who the author of the cook book is.*
- iii) The order to Public Works Department (PWD) to carry out patchwork on Delhi roads was revoked.  
*News Paper Report. Obviously by the administrative authorities / government in power.*
- iv) A cricketer, who was charged with match fixing, was banned for five years.  
*News report/Newspaper report. Only the Cricket Regulatory Body has such powers.*
- v) Common sleep disorders that rob many people from a good night's sleep can be classified in four categories.  
*An article in a magazine or any text book chapter on sleep disorders. Impersonal style is more acceptable in scientific writings.*

2) These are suggested answers. Your answers may be different.

- i) The State Government has been compelled to deploy Police force fearing arson and violence by the rioters.

- ii) Although the environmentalists are protesting vehemently, the Japanese government is known to have given permission to kill whales for sale in markets.
  - iii) Classmates had abducted one of their teen-aged friends and had hidden him in the empty school premises over the weekend.
  - iv) Detailed proposals would be submitted in the forthcoming council meetings suggesting alternative measures to avoid regular traffic jams.
  - v) New methods were discovered by medical researchers to preserve tissues without the use of ice.
- 3) All clues given. Write the procedure using the passive voice and linkers indicating sequence. (Open ended-but **do not change** order of the boxes given.)
- 4) Open ended.
- 5) Although a newspaper item, simple present, simple past, past tense of modals will (would), can (could) have been used. Thus the *active voice* has been used in this news item because the focus is as much on the 'Doer' of the action.

#### Check Your Progress 5

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

#### Check Your Progress 6

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

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

d) Some others are spelling mistakes:

pregnent -should be *pregnant*

aborded - should be *aborted*

*deaseas* - should be *disease*

e) It erase - it erased/killed

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

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

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

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

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

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

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

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

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

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

2

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

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



### Check Your Progress 7

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

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

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

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