

BA Semester VI - Core English

315 (EA) - English Language Teaching and Spoken English

University Paper Style (total 4 questions, 55 marks, 2.30 hours)

Topics	Units and Questions	Marks
<b>Unit - I (English Language Teaching)</b> (i) The Grammar Translation Method (ii) The Direct Method (iii) The Bilingual Method (iv) Communication Language Learning	Unit - I Que. 1 General question (1/2) (answer in 850-900 words) Or Gen. question or two short notes	(17)
<b>Unit - II (English Grammar)</b> (i) Six Basic Verb Patterns (ii) Adverb/ Adjective/ Noun Clauses (iii) Simple/ Compound/ Complex Sentences	Unit - 2 Que. 2 General question (1/2) (answer in 850-900 words) Or Gen. question or two short notes	(17)
<b>Unit - III (Phonetics and Spoken English)</b> (i) Word Stress (ii) Features of connected speech (iii) Factors affecting the international intelligibility of Indian English	Unit - 3 Que. 3 (a) Short note (1/3) (b) Word Stress (7/9)	(07) (07)
<b>Unit - IV (Viva Voce)</b>	<b>Units - I, II and III</b> Que. 4 MCQs (7/7)	(07)

**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.
- (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:

<b>Advantages</b>	<b>Disadvantages</b>
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:

<b>Advantages</b>	<b>Disadvantages</b>
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:

<b>Advantages</b>	<b>Disadvantages</b>
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.

### **Discuss the Community Language Learning (CLL) Method in detail.**

The Community Language Learning (CLL) Method was developed by Charles A. Curran and his associates about 1970. Curran was a psychologist with a special interest in counselling and social dynamics. CLL is an application of counselling techniques to language learning. The roles of the language teacher and learners are redefined respectively as the counsellor and the clients. The teacher encourages the learners to discuss their objectives for learning the language and to reflect on the learning process. The teacher is sensitive to the learners' feelings and fears and tries to make language learning a positive experience. The CLL is a learner-centred approach. The learners are encouraged to move gradually from their dependence on the teacher to autonomy. The goal of the CLL is to build a community of the learners who support one another in learning the language. A

judicious use of the learners' first language is permitted to make them feel at ease. The principles of the Community Language Learning Method are as follows:

1. The CLL follows the humanistic techniques of teaching and treats the learners as "whole persons" with physical, affective and cognitive aspects.
2. Culture is an integral part of the language learning programme.
3. The CLL is a learner-centred approach and considers each learner as a unique person.
4. The teacher is not to teach but to facilitate learning.
5. There is no prescribed textbook or predetermined syllabus. The course is formulated as the teacher and the learners move along.

The advantages and disadvantages of the Community Language Learning Method can be summarized as follows:

<b>Advantages</b>	<b>Disadvantages</b>
1. The CLL is a learner-centred approach and its main focus is on the development of learner autonomy.	1. The objectives of CLL are not clear.
2. The CLL uses authentic language materials to teach the target language.	2. The CLL has no prescribed text or predetermined syllabus. It is even difficult to evaluate the learners' progress.
3. Each learner is treated as a unique person.	3. It is not easy to manage individual differences in the regular language classrooms.
4. The teacher functions as a counsellor and not as a traditional instructor.	4. The CLL teacher requires a special training to conduct the classroom.
5. The CLL is an innovative method based on humanistic principles.	5. It is not possible to practise CLL methods in large classrooms with poor resources.

#### **MCQs (Multiple-Choice Questions) based on Unit - I**

**Note:** The underlined words in the given statements are the expected answers. Inappropriate options are not provided here.

**Topic - Language Teaching Methods (Text: *Teaching and Learning English* - M L Tickoo)**

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.
11. The Community Language Learning Method was introduced by Charles Curran and his associates.
12. The Community Language Learning Method is a learner-centred approach.
13. The learner is treated as a "whole person" in the Community Language Learning Method.
14. The teacher functions as the counsellor in the Community Language Learning Method.
15. The Community Language Learning Method is an application of the Counselling-Learning approach to language teaching.

#### Unit - II English Grammar

- (a) Six Basic Verb Patterns
- (b) Adverb/ Adjective/ Noun Clauses
- (c) 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 (subject) sing (verb)./ Who cares?/ The car started./ It was raining./ The sun shines./ Your time starts now./ She is laughing./ And then it stopped./ He turned round and round./ Her heart sank./ You are doing well./ The door opened.

- (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 (very) 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.

- (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:

They sent me a birthday gift./ We offered him a job./ Can I get you anything?/ Hardik was asked some awkward questions (passive voice)./ 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./ Will you please pass the salt?/ I wish you a happy journey.

- (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?

- (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?/ They advised Hardik to keep quiet./ The law does not permit us to exploit anyone./ Would you like them to join you?/ The manager asked me to work overtime./ Do you want me to stop now?

## (2) Adverb Clauses/ Adjective Clauses/ Noun Clauses.

### 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?
- When you change the way you look at things, the things you look at change.
- 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:

- 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. / 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 minister 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:

- Bhim was so strong that he could defeat anyone. / So many people came to the meeting that we didn't get a seat. / Vijay Muliya 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./ Dangal was such a great movie that I watched it several times.

(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 him 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.
- 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.
- Adnan is slimmer than he used to be.
- We will try as much as we can.

**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./ 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./ Spring is the season when the whole world wakes up.
- The reason why you help others is not important./ That is the reason why I got late.

**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 Mon 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.

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 Vikas.

### **(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.
- 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).

### **Core English Semester VI - 315 (EA) MCQs (Multiple-Choice Questions) based on Unit - II**

**Note:** The underlined words in the given statements are the expected answers. Inappropriate options are not provided here.

**Topic** - Six Basic Sentence Patterns, (Adjective, Adverb and Noun) Clauses and (Simple, Compound and Complex) Sentences (Texts: *Communicative Grammar of English* - Leech and Svartvik; *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.

**315 (EA) - English Language Teaching and Spoken English  
Model Question Paper**

1. Discuss the Direct Method of teaching English as a second language. (17)  
Or  
Attempt the following short notes:  
(i) Advantages and disadvantages of the Bilingual Method  
(ii) Advantages and disadvantages of the Grammar - Translation Method
2. Explain the six basic verb patterns in English with appropriate examples. (17)  
Or  
Attempt the following short notes:  
(i) Any five types of the adverb clause with examples  
(ii) The use of the noun clause as a subject, an object and a complement
3. (a) Attempt any **one** of the following short notes: (07)  
(i) Stress pattern in English  
(ii) International intelligibility of the Indian English  
(iii) Features of the connected speech

(b) Mark the stress on the following words (any **seven**): (07)

international, intelligible, Indian, English, subject (v), complement (n), appropriate, disadvantage, translation

4. (a) Attempt the following: (07)

- i. Stress and \_\_\_\_\_ are linked phenomena.  
(a) pitch (b) syllable (c) intonation (d) pronunciation
- ii. Words normally stressed in native English are often left unstressed in \_\_\_\_\_ English.  
(a) Indian (b) American (c) African (d) Scandinavian
- iii. A \_\_\_\_\_ sentence has two or more main clauses.  
(a) multiple (b) complex (c) simple (d) compound
- iv. A subordinate clause is also called a \_\_\_\_\_ clause.  
(a) dependent (b) depending (c) deepening (d) independent
- v. Words with \_\_\_\_\_ prefixes are stressed on the root.  
(a) medium (b) strong (c) weak (d) low
- vi. The teacher functions as a \_\_\_\_\_ in Community Language Learning Method.  
(a) model (b) participant (c) friend (d) counsellor
- vii. \_\_\_\_\_ and his associates introduced the Community Language Learning Method.  
(a) Charles Correa (b) Charles Lamb (c) Charles Curran (d) Charles Dickens