

Master of English

(M.A.)

ENG - 304

ENGLISH



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Chapter 1	History of English Literature

Lesson Structure

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Chapter 1

History of English Literature

1.0 Learning Objectives

- Analyse the relationship between the internal and external history of the English language and the linguistic consequences.
- Explore, identify, and compare different varieties of English around the world.
- Students will have a basic knowledge of English historical linguistics, periods of language history, linguistic phenomena, and their diachronic developments.
- To be acquainted with the major historical developments in the history of English.
- To have a basic knowledge of important aspects of the older stages of the language—Old, Middle, and Early Modern English

1.1 Introduction

A Historical Survey of English:- Periods in the History of the English Language are generally divided into three distinct periods: 1. the Old English Period or Anglo-Saxon Period, 2. the Middle English Period, and 3. the Modern English Period. The Old English or Anglo-Saxon Period begins from the earliest times to 1100 A.D. The Middle English Period extends from 1100 A.D. to 1500 AD. The modern English period runs from 1500 A.D. to the present day, which can be well divided into two distinct parts: 1. That of the Tudor period or up until the Shakespeare era, and that of the post-Tudoran or post-Shakespeare times. The three periods in the history of the English language are still so long, as has already been done in the modern English period. When this period is further divided, two transitional periods are clearly defined, one at the beginning from 1100 AD to 1200 AD and the other from 1200 AD to 1500 A.D. Similarly, in the modern English period, the seventeenth century may be set apart as one in which considerable changes were taking place.

1.2 Main body of the text

The wandering tribes from the continent came to Britain towards the close of the sixth century A.D. They made English their permanent home. These settlers are known as the Anglo-Saxons and the Jutes.

The dialects of old English as the Teutonic settlers in Britain represented different tribes, their languages represented dialects that were more or less diverse.

1. **Northumbrian-** It was spoken in the north of the Humber River.
2. **Merican-** It was used between the Humber and the Thames.
3. **West-Saxon-** It was the dialect of the West-Saxon Kingdom in the South West; it forms the basis of the study of Old English.
4. **Kentish-**It was the tongue spoken in Kent and Surrey. Kentish represents the language of the Jutes, and West Saxon is the language of the Saxons. The oldest remains of these dialects are interesting. The earliest dated manuscript in which English words are used is a Kentish charter of 679 A.D. In the first half of the ninth century, the rise of the West Saxon Kingdom began, and with King Alfred, the West Saxon dialect, which continued to be the standard language of English,

Characteristics of Old English

A. Changes in characteristics concerned with the sound-The most marked feature in the sounds of Southern English, West Saxon, and Kentish is the tendency to substitute the palate for guttural consonants and vowels. This tendency is also shared by Merican. Examples are such as our modern 'ch' where northern words have a "k" sound, such as 'church' and 'kirk', 'chaif' and 'calf' etc.

B. West Saxon and Kentish are comparatively conservative and do not have the flexibility of Northumbrian. All English dialects showed a tendency towards simplification of grammar and inflexions. A second feature of old English is the absence of those words that come from Latin and French. Thus, old English is almost purely Teutonic in its vocabulary.

The third and most fundamental characteristic is that which distinguishes old English from modern English in grammar. Old English was a synthetic language, whereas modern English is analytical. In a synthetic language, the order of words does not cause any change in meaning; for example, 'The wolf killed the lamb', or 'The lamb killed the wolf', would make no difference in meaning, although the order of words in the sentence is quite reversed.

The fourth characteristic of old English is its gender. In the neuter, objects are not necessarily neuter; for instance, 'stone', 'food', 'moon', etc. are shown as masculine, and 'sun' and 'hen' have been used as demi nine.

The fifth characteristic of old English is its great flexibility. Old English had a great capacity for rendering words for new and novel uses.

- (a) By making self-explaining compounds both in nouns and adjectives.
- (b) By making extensive use, as in Modern German, of prefixes and suffixes to form new words from old ones or to modify or extend the root idea.

The above-noted process of making words was quite fertile and rich.

Pure English words are the following:

1.
 - (a) demonstrative adjectives, pronouns, and numerals
 - (b) All auxiliary verbs
 - (c) Prepositions and conjunctions
 - (d) Nouns forming their plurals by change of their vowels, such as tooth, goose, etc.
 - (e) Verbs form their past tense by changing their vowels, such as give, etc. Rn. take, etc.
 - (f) Adjectives form their degrees of comparison irregularly.
2. Grammatical inflexions -
 - (a) Plural suffixes ending in 's' or 'es'.
 - (b) Verbal inflexions of past and present tenses
 - (c) suffixes denoting the degree of comparison
3. Many Suffixes-
 - (a) Suffixes of nouns
 - + hood
 - + ship
 - + ness
 - + ing
 - + ling
 - (b) Suffixes in adjectives
 - + ful
 - + ly

+ some

(c) suffixes of verbs, as *em* or *'en'*.

4. Numbers Prefixes, such as *al*, *be*, *under*, *on*, and *out*, we find English words combined with foreign elements. Such words are termed 'hybridism' and are many in number, such as 'hindrance', 'furtherance', 'bondage', 'detriment', 'goddess', 'shepherdess', 'huntress', etc.

Middle English

Middle English is a natural progression of Old English. The year 1066 was the year when the Duke of Normandy defeated the English King and annexed Britain to his dominion. As a result, the Normans, mostly speaking French, came into close contact with Britain.

Chaucer began writing with the translation of *Le Remount de La Rose*.

1. Southern- In this dialect, we have the lives of St. Catherine and St. Juliana.
2. Kentish- It is represented by the Kentish sermons.
3. Midland -It has given us a delightful work, namely 'Piers the Ploughman' by William Langland.

In the Middle English period, Northern replaced what was known as Northumbrian in the old English period. Similarly, Midland took the place of Mercian, and Southern was used for the order West-Saxon. Kentish continues to retain its name. The texts for these dialects are numerous, emerged towards the end of the 14th century, and got established as the standard language of English.

Main Characteristics

The Middle English period (1100–1500) was marked by many momentous changes in the English language. Some of them were due to the Norman Conquest, and others were a continuation of tendencies that had begun to manifest themselves in Old English. Middle English, which evolved out of King Alfred's English, showed tendencies towards flexional decay.

The period is also characterised as one of 'levelled inflexions'. Endings of the noun, adjective, and verb mark distinctions between numbers, cases, and genders. The full vowel

endings, such as 'a', 'u', 'e', 'an', um, etc., were generally reduced to uniform, which now became mute at the end of the Middle English period.

In Middle English, the genitive form was originally limited to masculine and neuter nouns. The adjective was reduced from eleven forms to one and the definite article for all genders. Middle English, which also disappeared at the close of the period, along with so many strong past participles in 'en'. The present participle changes its ending from- ende' to -ing'.

Another important Middle English development is the extended use of the auxiliary 'do'. It was occasionally used in Anglo-Saxon to avoid repeating a verb.

The decay of inflexion exerted a great influence on syntax. Word order was not as important as in Middle English or Modern English. One of the devices used to replace the flexional ending was the greater use of prepositions.

Another important characteristic of Middle English was the loss of grammatical gender. Thus, 'wife Mann' (woman) was masculine, while 'wife' (woman) and 'child' (child) were neutral. Today, the inflections ending in indicative of gender have been replaced by neutral gender.

A considerable change in the old English pronominal system was another characteristic of Middle English. A confusion arose in the use of the O.E. pronouns of the third person because of the decay of the inflexional endings. The confusion was cleared by supplanting the native pronouns with Scandinavian pronouns.

Of all the middle English dialects, Midland enjoyed the pride of place. Midland was divided into two varieties of speech and writing: (1) East Midland and (2) West Midland, in which Langland gave us the vision of piers the ploughman.

1.3 Further main body of the text

The modern English period is said to have started in 1453 A.D. with the fall of Constantinople into the hands of the Turks and the consequent spread of Greek scholars on the continent. By the end of the 14th century, the Midland dialect was established as Standard English for many reasons.

The Renaissance brought many Greek words, and there was a great influx of these into English. Greek began to be taught at Cambridge in about 1540.

The Reformation accelerated the struggle of the English nation against the corrupt authority of the Catholic Church and the pope of Rome. The East Indian Company, set up in 1600 A.D., began to show its armed victories with the battle of Plassey in 1757. The result was the inevitable introduction of numerous East Indian words into English.

The Elizabethans enjoyed great freedom of expression. To the Elizabethan, it seemed as if almost any word could be used in any grammatical relation—adverbs for verbs, nouns or adjectives, nouns and adjectives for verbs and adverbs".

The Tudor-English period is extended to the year 1616, obviously to include the works of Shakespeare until his death. With the Restoration came a new age of French influence. French fashions were supreme in the English court. The French words borrowed during this period were not naturalised, and their native pronunciation continued unscathed.

The Augustan age was for the preservation of many Latin words.

Since the Victorian age, English has held a matchless position in the family of world languages.

When it comes to the characteristics of modern English, the most important features are the Great Vowel Shift and the rise of standard English. Since 1500, with the rise of standard English, the number of the various English regional dialects has been reduced to two only. These two dialects are the Northern and the Midland. The Middle Ages had been keenly interested in matters of philosophy and religion. The modern English language also reflects this growing love of science by becoming more and more analytic.

One of the greatest characteristics of modern English is the loss of inflexions and inflected grammatical gender.

Modern English is to be seen in the different way of its spelling and pronunciation from old English and Middle English. Another feature of modern English is its varied and vast treasure of words. The Greeks and the Germans in quite recent days, and the Americans and the colonised peoples in our own days, have been influencing English to a considerable extent.

Another characteristic of modern English is its freedom from dry lexicography, literal pedantry, and other cumbersome adumbrations. It has become today comparatively flexible and soft; nouns are being used as abjections, as in *gustation*, and 'boy-friend' verbs are employed as nouns, e.g., 'a wash', 'a cut'. In modern English, the imperfect passives have

been adopted as a very useful development of English grammar, such as in ‘The story is being told’.

Latin, Celtic, and Scandinavian Influence on Old English

Before we go to find the classical influences on English, let us understand the term ‘classical’ ‘classical’ is a term that is applied to denote the tongues that were once widely used. Generally, ‘Classical’ means ‘something standard’.

Latin and Greek are the two languages most widely studied as classical.

Latin- The first Latin words in English were borrowed before the Teutonic tribes left their continental homes. The Latin words found in old English, in common with the Teutonic language of the continent, belong to the earliest Latin influence. We can divide the entire Latin influence into four distinct phases.

First Phase: The Latin words borrowed in this phase belong to agriculture, war, domestic life, and the arts of building. The famous German philologist mentions that the English words came from Latin during this phase:

‘Kettle’ - ‘Catullus’

‘mint’ - ‘Moneta’

‘Short’ - ‘excursus’

Second phase: Most words in Latin belong to the place names left by the Romans. One of them is ‘Chester’. Old English ceaster comes from Latin ‘castera’ meaning a fortified town’.

‘Chester’ and ‘Caster’ form part of many place names such as Lancaster, Doncaster, Manchester, Rochester, and Gloucester.

Third Phase: The third phase of the Latin influence comes when Christianity enters England. As a result, many ecclesiastical terms were introduced into English, and many words became common in everyday life.

1. Words pertaining to the church: altar, devil, monk, nun, pope, etc.
2. Trees and Plants: Poppy, Pine, Pear, etc.
3. Animals: lobster, peacock, etc.
4. Miscellaneous: Cheese, Chest, and Fever

The words given above may be taken as a tentative list.

Fourth Phase- Since old English times, there has been a constant adoption of Latin words. This can be seen during the Middle Ages and Especially in the Revival of Learning, which revolutionised the thought and culture of early modern Europe. In modern times, Latin has been again drawn upon for scientific terms. Early scientists wrote in Latin, and the custom was followed by Bacon in his *Novum Organum* and by Newton in his *Principia*. Latin terminology has the special advantage of being understood by scientists all over the world.

The Celtic and Scandinavian influence upon English:

English has crossed many 'streams'. As a result, foreign elements have passed into it. Such things usually happen when two languages, even if diverse on many counts, meet together.

Celtic: The Celtic elements in early English are practically non-existent. Henry Bradley says, "Modern investigation has shown that the number of Celtic words that were found in English before the 12th century is less than a dozen, and of these, several appear from their form to have been learned not from the Britons but from the Irish missionaries from Lona to Northumbria".

The Anglo-Saxons conquered the Celts and relegated them to the position of slaves. They are also known as the Ancient Britons, who were actually the aborigines of England. Their language persisted in those regions that were not overrun by the Anglo-Saxons and still survives as Welsh, Scotch, Gaelic, and Irish, and Manx, unfortunately doomed to the same fate, died out in the eighteenth century.

In addition to 'bin' and 'dur', any other early Celtic contribution to English was made indirectly. In the sixteenth century, a few Gaelic words filtered in, mostly from Ireland.

The great rush of Scotch Gaelic words began in the mid-18th century, when the picturesque scenery of the highlands began to attract visitors from the south, e.g., Pennant, Johnson, and Boswell. It was Sir Walter Scott who, in his poems and novels, familiarised English readers with a large number of picturesque Gaelic words only to be found.

One of the reasons for the least amount of Celtic influence upon the Teutons might be the extermination of the Celts by the invading race. A deadly struggle occurred, and many Celts were held as slaves, and many Teuts married Celtic women.

It is in the place names that we witness the Celtic element. Thus, 'Thames' is a Celtic River name, and various Celtic words for river or water are preserved in the names 'Avon', 'Exe', 'Usek', Dover, and 'Wye'.

Outside of place names, the Celtic influence on the English language is almost negligible.

But it is clear that the Celts, though a submerged race, impressed themselves upon the Teutonic consciousness and made them a permanent part of their vocabulary.

B. Scandinavian: Near the end of the old English period, the Danes came to England. They were the inhabitants of Scandinavia and Denmark. For some centuries, the Scandinavians had been quiet people. But in the eighth century, a change occurred in this area that made them restless and adventurous. They began a series of attacks on all the lands adjacent to the North Sea and the Baltic. The Swedes established a kingdom in Russia; the Norwegians colonised parts of the British Isles, the Faroe Islands, and Iceland; and from there, they pushed on to Greenland and the coast of Labrador; the Danes founded the dukedom of Normandy; and finally, they conquered English.

The king of Denmark began to rule England. These unusual achievements were possible due to the daring sea rovers. Who are commonly known as Vikings? The period from the mid-eighth century to the beginning of the Viking Age

Three well-marked stages of the Scandinavian attacks upon England. In a majority of cases, the Danish and Scandinavian forms at the time of settlement of the Danes in England were almost identical. The Danes first settled down in Northumbria, where they spread rapidly. Over northern and eastern England. The language of the Danes was that of their English cousins; in the union of two races, the English form or meaning was modified by the Danish speech.

Furthermore, northern England was very close to Scandinavia, and there was a greater degree of literary influence. Then has been recognised so far, and the extent of the Scandinavian element in English is today a matter of conjecture more than of knowledge.

While Norse words began to enter the spoken language in the times of Danish supremacy, many more words are found after 1200 C.

1. In Teutonic words, the sound combination of 'sk' points to the Norse again. Ex: sky, scan, scream.

2. Teutonic words with hard 'k' or 'g' where genuine English words would have 'y', 'j', or 'ch' may be regarded as of Norse origin; ex-give, gift, guest.
3. Teutonic words with 'ei' or 'ai' are also Norse, e.g., hail, raid, raise.
4. Personal names ending in 'son' are Norse. e.g., Gibson, Johnson. The place names, nearly over 600, ending in 'by' are Norse, such as 'Grimsby', Whitby, and 'Derby'.

Now we shall try to find out the spheres of human life in which the ruling Scandinavians were able to teach English.

1. The loan words that relate to war and more to the navy, in which the foreigners were supreme.
2. Many Scandinavian words deal with administration. The Danes reorganised the administrative machinery. The word 'law' is Scandinavian.
3. The Scandinavian words are mostly short; the Scandinavian element is to be felt in English grammar. We have such pronouns as 'they', them, and 'they're' from this force. We also find such pronominal adverbs as 'hethen' and 'whether' which display the native forms 'heonan', thane, and 'hwanan'.

The fusion of the two languages not only influenced syntactic relations but also introduced a new tendency to speak English flexibly without caring much for its correct usage. It is one of the most interesting of the foreign influences that have contributed to the English language.

1.4 Check your progress.

Que 1- Discuss the major influences on the development of Old English.

Que 2- Explain the role of Geoffrey Chaucer in the development of Middle English.

Que3- Explain the concept of language standardization and its significance in the development of Modern English.

Que4- Analyze the influence of Latin and Greek on the vocabulary of the English language.

Que5- What is the role of the Anglo-Saxon Chronicle in understanding Old English history?

Que6- What led to the transition from Old English to Middle English, and when did this transition occur?

Que7- What is the significance of the King James Bible in the history of Modern English?

Que8- Who is known for producing the first comprehensive English dictionary and when was it published?

Que9- What is the significance of the Great Vowel Shift in the history of English?

Que10 What are some key differences between Early Modern English and Present-day English?

1.5 Summary

The history of the English language is a complex and fascinating journey that spans over a thousand years. Here is a brief summary of its key phases and developments:

Old English (circa 450-1150):

Old English, also known as Anglo-Saxon, emerged in what is now England after the Anglo-Saxon settlement in the 5th century.

It was heavily influenced by Germanic languages, particularly from tribes like the Angles, Saxons, and Jutes.

Old English texts include the epic poem "Beowulf" and the "Anglo-Saxon Chronicle."

Middle English (circa 1150-1500):

Middle English developed as a result of the Norman Conquest in 1066 when William the Conqueror and his Norman followers introduced French influence to England.

The language evolved with the merging of Old English and Norman French, creating a rich vocabulary and diverse linguistic influences.

Geoffrey Chaucer's "The Canterbury Tales" is a famous example of Middle English literature.

Early Modern English (circa 1500-1700):

The Renaissance and the printing press played significant roles in standardizing English.

During this period, English underwent significant changes in pronunciation and grammar, leading to a more recognizable form of the language.

William Shakespeare, with his prolific body of work, contributed extensively to the development of Early Modern English.

Modern English (circa 1700-present):

Modern English began to take shape around the 18th century, marked by the publication of dictionaries and grammars.

The language continued to evolve, absorbing vocabulary and influences from various sources, including Latin, Greek, and other languages.

The British Empire's expansion spread English worldwide, contributing to its global importance.

In the 20th century, American English emerged as a distinct variant due to regional differences and cultural influences.

Contemporary English (20th century-present):

The 20th and 21st centuries have seen English become a global lingua franca, used in science, technology, business, and international diplomacy.

The influence of mass media, the internet, and global communication has accelerated the spread and evolution of English.

Dialects, accents, and variations continue to develop, reflecting the cultural diversity of English speakers around the world.

In summary, the English language has evolved from Old English, heavily influenced by Germanic languages, through Middle and Early Modern English, shaped by historical events and cultural exchanges, to become a global language in the modern era, continually evolving with the changing times and technologies.

1.6 Keywords

- Old English
- Middle English
- Norman Conquest
- Early Modern English
- Renaissance
- Printing Press
- William Shakespeare

- Modern English
- British Empire
- American English
- Global Lingua Franca
- Mass Media
- Internet
- Dialects
- Accents
- Language Evolution
- Language Contact
- Linguistic Influences
- Language Standardization
- Language Variations

1.7 Self- Assessment Test

Que1- Explain the significance of the Anglo-Saxon period in the history of English. What are some key features of Old English?

Que2- How did the Viking invasions influence the English language and culture during the Viking Age?

Que3- What role did the Norman Conquest in 1066 play in shaping Middle English?

Que4- Provide examples of Middle English literature and explain how it reflects the linguistic changes during that period.

1.8 Answers to Check Your Progress

Ans 1- Old English, also known as Anglo-Saxon, was influenced by several key factors. First, it was shaped by the Germanic tribes, such as the Angles, Saxons, and Jutes, who settled in England around the 5th century. These tribes brought their Germanic languages, which formed the foundation of Old English. Second, Viking invasions in the 8th and 9th centuries introduced Norse elements into the language. Additionally, the spread of Christianity in England brought Latin influences into Old English vocabulary. By the 11th

century, the Norman Conquest introduced Norman French vocabulary and grammar, which further enriched the language.

Ans 2- Geoffrey Chaucer, known as the "Father of English Literature," played a pivotal role in the development of Middle English. His most famous work, "The Canterbury Tales," is a masterpiece of Middle English literature. Chaucer's contributions were significant in several ways. First, he wrote in Middle English, which helped standardize and popularize the language. His writings reflected the linguistic changes of his time and captured the vernacular spoken by ordinary people. Second, Chaucer's work showcased the variety and richness of the English language, drawing from French, Latin, and other languages, which contributed to the language's vocabulary. His influence on Middle English literature and language remains profound.

Ans 3- Language standardization involves the establishment of consistent rules for grammar, spelling, and vocabulary in a language. In the case of English, standardization played a crucial role in the development of Modern English. During the Early Modern English period, scholars like Samuel Johnson and Noah Webster compiled dictionaries and grammars that aimed to standardize the language. This standardization made English more accessible and comprehensible to a wider audience, facilitating communication and cultural exchange. The Oxford English Dictionary, published in the late 19th and early 20th centuries, further solidified English standards. Today, standardized English is essential for global communication and serves as a reference point for linguistic consistency.

Ans 4- Latin and Greek have had a profound impact on the English language, particularly in terms of vocabulary. During the Renaissance and later periods, scholars and intellectuals turned to classical languages for inspiration. This led to the incorporation of numerous Latin and Greek words into English, especially in fields like science, medicine, philosophy, and academia. For example, terms like "biology," "television," and "philosophy" have their roots in these classical languages. This infusion of Latin and Greek vocabulary enriched English, making it more precise and adaptable for discussing complex ideas and concepts.

Ans 5- The Anglo-Saxon Chronicle is a historical record written in Old English, documenting important events in England from the 9th to the 12th centuries, providing valuable linguistic and historical information.

Ans 6- The Norman Conquest of England in 1066 marked the beginning of the transition from Old English to Middle English, as it brought Norman French influence and led to linguistic changes.

Ans 7- The King James Bible, published in 1611, had a profound impact on the standardization of the English language, as it contributed to the development of a common English dialect understood by people from different regions.

Ans 8- Samuel Johnson is known for producing the first comprehensive English dictionary, titled "A Dictionary of the English Language," which was published in 1755.

Ans 9- The Great Vowel Shift, which occurred between the 14th and 18th centuries, was a major phonological change in the English language, leading to shifts in the pronunciation of vowels and contributing to the development of Modern English.

Ans 10- Early Modern English had some differences in spelling, vocabulary, and grammar compared to Present-day English. For example, verb conjugations were more complex, and spelling was less standardized.

1.9 References and Suggested Readings

- English Literature – 1660-1800, a bibliography of modern studies.
- A reference guide for English studies.
- The Literary History of English Language by Albert C. Baugh.
- A Guide to English Literature by F.W. Bateson.
- "The Venerable Bede" (c. 673-735): Although he primarily wrote in Latin, Bede is a significant figure in early English literature and history.
- "Anglo-Saxon Chronicle" (c. 9th-12th century): This is a collection of annals and historical accounts
- "The Exeter Book" (c. 10th century): This is a manuscript collection of Old English
- "The Dream of the Rood" (c. 8th century): The author of this poem is unknown
- "The Wanderer" (c. 9th-10th century): The author is anonymous
- "The Seafarer" (c. 9th-10th century): Like "The Wanderer," the author is unknown
- "Beowulf" (c. 8th-11th century): Authorship of "Beowulf" is unknown

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Chapter 2	Phonetics

Lesson Structure

2.0 Learning Objectives

2.1 Introduction-About the Poem

2.2 Main Body of the Text

2.3 Further Main Body of the Text

2.4 Check your progress

2.5 Summary

2.6 Keywords

2.7 Self-Assessment

2.8 Answer to check your progress

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Chapter 2

Phonetics

2.0 Learning Objectives

- The learner will acquire knowledge and awareness of English phonetics.
- The learner will be capable of reading, analyzing, and generating phonemic transcriptions.
- It will enhance metalinguistic consciousness regarding the subject in an organized manner.
- The learner will be encouraged to utilize their native language.
- Overall, phonetics plays a vital role in language learning.

2.1 Introduction

Phonetics is the science of speech sounds. It is a division of linguistics that targets sounds emitted by individuals in their speech behaviour. The speech acts involve intricate movements and activities occurring on distinct planes, some happening at the same time and at remarkable speed. The variations are boundless, and the adaptability of speech organs in this regard is astonishing. Articulatory phonetics delves into how these adjustments, even minutely tiny, are made by the speech organs to produce sounds.

Phonetics consists of three primary branches-

1. Articulatory phonetics
2. Auditory phonetics
3. Acoustic phonetics

Articulatory Phonetics

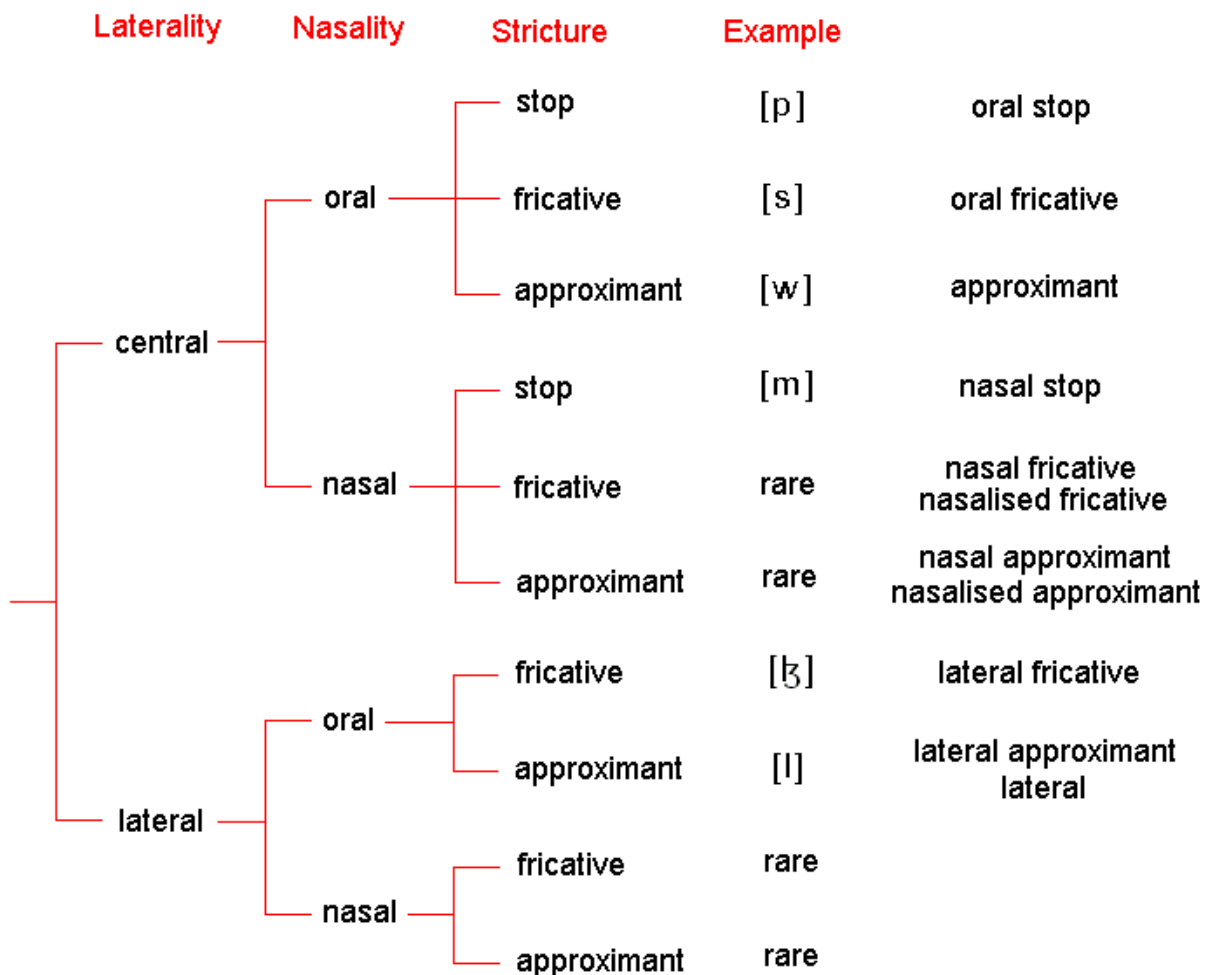
This branch acknowledges the presence of a mechanism for speech production in human beings. Speech, in reality, is an overlaid function utilized in a specialized manner, and it is part of the respiratory and digestive systems. Organs such as lips, teeth, tongue, hard palate, soft palate, and lungs are all involved in speech production.

In the course of cultural development, humans devised ways to utilize these organs and parts, such as the tip, blade, front, center, and back of the tongue, along with corresponding areas or points on the roof of the mouth or hard palate, for verbal communication.

Role of Articulatory phonetics -

Articulatory phonetics examines how the outgoing airflow is controlled along the vocal tract to produce various speech sounds.

Manner of Articulation



Auditory Phonetics

The Auditory branch examines how speech sounds are perceived and heard. Hearing is an intricate process, analyzing the interpretation of the physical description of exact or proposed signals. We can divide it into three stages.

1. The physical aspect .
2. Recognition of the basic characteristics of hearing.
3. Interpretation of auditory sensations, attributes, and the relationship to the signals.

The physical aspect of the auditory system consists of a thorough description of the outer, middle, and inner ear. The inner ear analyzes the vibrations and encodes them into neural pulses of electro-chemical activity. Fundamental characteristics of hearing include features, for ex. loudness, absolute sensitivity, frequency tones, 'masking' or the elimination of subjective traces of one or more sounds that the ear is exposed to. Sound signals may consist of a variety of components, from bits of transients to sounds of longer duration, from single unit tones to multiple small segment complexes.

Acoustic Phonetics

The physical properties of speech sounds- These fall within the domain of a pattern of sensations or distinct sensations. These sounds comprise physical traits such as nasality, friction of the air passage, sibilant sounds, loudness, amplitude, and airflow turbulence. These properties can be acoustically recognized and analyzed.

2.2 Main body of the text

Phonetics and Phonology

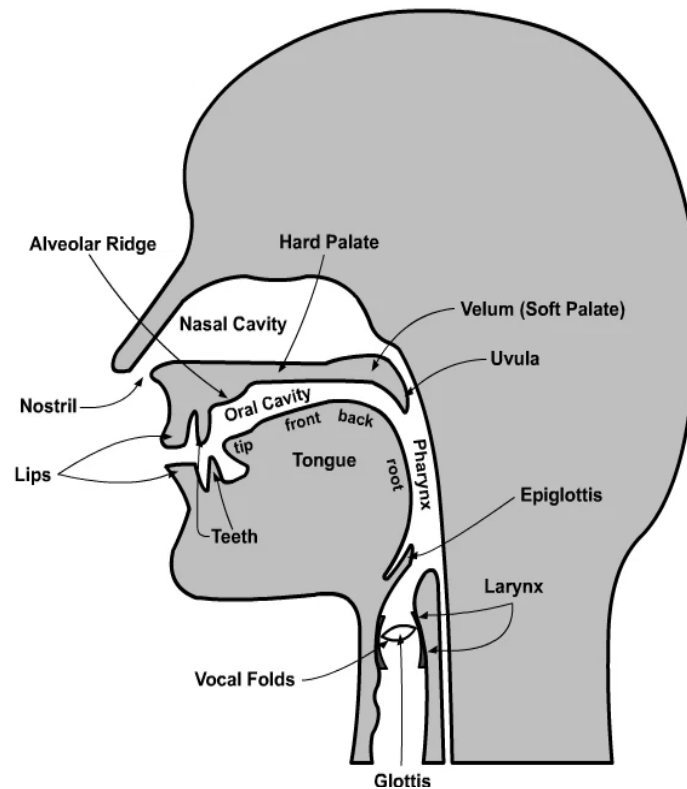
This serves as the initial step in comprehending the immensely complex realm of speech behaviour. To elaborate, phonetics is the study of the production and perception of speech sounds, while phonology is concerned with the examination of more intricate and abstract sound patterns and structures. It investigates how sounds amalgamate to form words and how sounds alternate in various languages. Hindi phonology differs from English phonology. Phonology examines what holds significance into a specific language as the fundamental elements that constitute larger rule-governed construction patterns.

Speech Sounds

To produce speech sounds, we utilize the airstream expelled from the lungs. Speech is shaped by the outgoing airstream mechanism. The breathing movements are altered in various ways to initiate and sustain speech. The air scattered flows out uninterrupted, referred to as pulmonic egressive airstream mechanism. The incoming airstream is termed ingressive airstream mechanism.

Organs of Speech

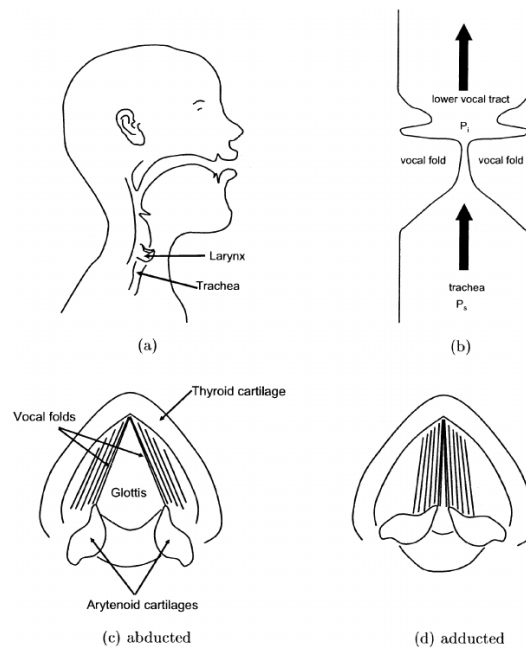
Respiratory, Phonatory and Articulatory Chambers



As we've previously observed, human speech relies on the airflow, which is exhaled from the lungs and exits through the mouth and nose. It's hence categorized into sub-systems: 1. The respiratory system. 2. The phonatory system. 3. The articulatory system.

The Respiratory System-

Lungs actively contribute to generating breath energy. These are two 'parenchymal' sacs encompassed by twelve pairs of ribs. These ribs, termed costae, encloses the thoracic cavity. Below the lungs is the diaphragm, (a dome-shaped muscular organ). For phonation – initiating rapid vibration of the vocal cords and for articulation, the pressure of breath must be created. The breath stream is passed from the lungs through the diaphragm and other motions. The air pushed out in this manner is referred to as pulmonic egressive mechanism. Its opposite is pulmonic ingressive mechanism, characterized by inward airflow.



Position of vocal cords

The Phonatory System

Larynx

Larynx is called the 'voice box', popularly known as 'Adam's apple', a cartilaginous structure positioned over the wind-pipe or trachea. It possesses a valving mechanism that serves two primary functions: 1. It safeguards the lower respiratory system. 2. It induces various constrictions to create diverse sound configurations used in speech. Contained within the larynx are the vocal folds or cords. According to Gleason, "two horizontal folds of elastic tissue, one on either side of the passage." The vocal cords resemble two lips joined together, showing a shape akin to the English alphabet letter 'A'. The vocal cords function as 'Vibrator' in phonation.

Position of vocal cords Diagram Vibration involves normal closing and opening occurring numerous times in one second. This action produces a musical note known as voicing.

Whisper- When the vocal cords are brought close enough to leave a narrow passage for the air to escape, the resulting sound quality is perceived as a whisper noise.

Glottis-The opening between the vocal cords is termed glottis. The sounds are determined by the modification made by the position of the vocal cords in the oral cavity and the pharynx.

Articulation: Articulation is the act of producing a sound or word clearly in speech or music. (Synonyms – expression, delivery, pronunciation, etc.) The column of air expelled from the lungs is altered or interfered with in three distinct ways.

1. Inside the larynx when the vocal cords come together to create an obstruction in the form of complete or partial occlusion.
2. When certain passive articulators interfere with the outflowing air stream.
3. The oral cavity changes its shape in a way to modify the air contained within and alter its configuration. The vocal tract is a versatile resonance articulation system. These resonators are divided into two systems,
4. The oral-pharyngeal
5. The nasal
6. Articulators: All speech organs are known as articulators. They are divided into two categories. Mobile or active articulators.
7. Fixed or passive articulators. Mobile or active articulators: The central and crucial one is the tongue. It is flexible and mobile. The other two mobile articulators are of the lower jaw, capable of both vertical and horizontal movement to change the phonetic qualities of sounds, and the lips, which can be rounded or expanded and brought closer to the upper teeth. Fixed or passive articulators: These include (1) the roof of the mouth. This is a dome-shaped, hard, and bony structure known as the hard palate. The hard palate forms the interior part of the roof of the mouth, separating the oral cavity from the nasal passage. The hard palate terminates in the soft palate, which is muscular. This is also called velum. Active Articulator Tongue – composed of two groups of muscles.

2.3 Further body of the text

Longitudinal Transverse muscles

These muscles are within the tongue and responsible for changes in its shape. The tongue is an organ to taste and used for chewing and swallowing activities.

Major Parts of Tongue Apex - Tip -- Blade -- Front -- Back – Root.

The sides of the tongue used in speech are known as margin. The tip can be raised, curled backwards, allowing the passing airstream to vibrate the same

Lower Lip- The lower lip is an active articulator used for various oral configurations. It can bring complete oral occlusion with the upper lip, producing bilabial sounds like plosives.

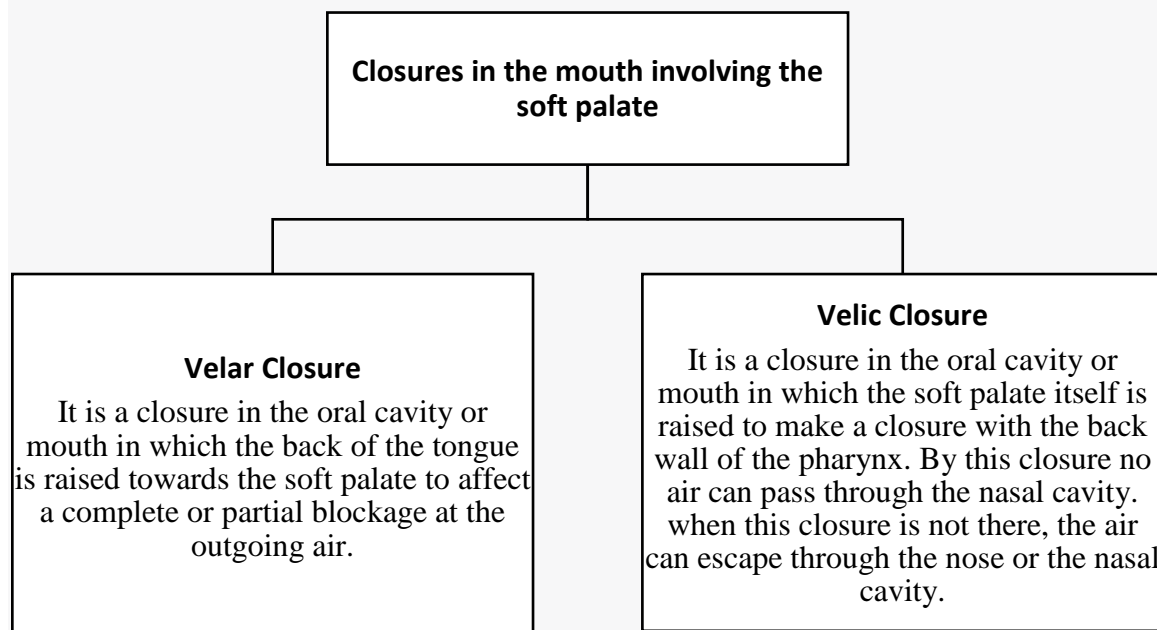
When the lower lip comes into contact with upper teeth, we hear fricative sounds (labio-dental).

Passive Articulators- Passive or immobile articulators cannot be moved. These organs, starting from the front with upper lip, upper teeth, the teeth ridge, hard palate, and the soft palate, behind the hard palate, to the back wall of the pharynx.

The Hard Palate- is the part of the roof of the mouth, lying immediately behind the teeth ridge. As the air passes through the rough, corrugated surface of the hard palate, a hissing note is added. For example, /s/ in 'so' and 'sh' - / / as in 'shoe'.

The Soft Palate- When the soft palate is lowered, the oral passage is closed off, and the outgoing air stream passes through the nose; sounds produced in this manner are identified as nasal sounds /in/, /n/.

Uvula: The soft palate terminates in a piece of flesh which dangles over the pharyngeal passage called Uvula. It is a small flexible bell shaped hanging down from the posterior edge of the velum.



Difference between voiced sounds and voiceless sounds

Voiced Sounds	Voiceless Sounds
<ul style="list-style-type: none">• Vocal cords are loosely held together.• Vibrations in the vocal cords. Vibration can be felt by placing a finger on Adam's apple.• All English vowel sounds are voiced sounds.• Voiced sounds have a 'humming' resonance. Ex-'dull', 'lam', 'cat'.	<ul style="list-style-type: none">• Vocal cords are held in an open position.• No vibrations in the vocal cords.• No English vowel is voiceless.• Voiceless sounds do not have a 'humming' resonance.• Ex – Some consonants are voiceless. 'tin', 'kin', 'bad'.

1. **Phoneme:** Phoneme is the smallest contrastive sound segment. Every language makes use of a limited number. The phonemes of English are given below. 24 phonemes in English represent consonant sounds and 20 vowels sounds

2. **Minimal Pairs:** Phonemes of a language can be discovered through pairs of words different in respect of only one sound segment.

Pat -/ Paet/ -- Bat-/baet/--cat / kaet/

Change Change

Change in the first element (consonant) of the sound sequence.

Six Phonemes representing six different vowel sound

Bit -- / bIt/

Beat -- /bit/

Bet -- /bet/

Bat -- /baet/

Bite -- /baIt/

Boat -- / baut/

3. **Allophones:** An allophone is a speech sound which is one of a number of variants of a phoneme.

(i) Allophones of /p/, /t/, /k/ -- are aspirated when occurring in an accented syllable. They are preceded by /s/ as in school (k sound), station, spoon.

(ii) Allophones of /m/

/m/ is known as a labiodental nasal sound followed by /f/ and /v/ labiodental as in comfort, triumph.

(iii) Allophones of /n/

/n/ is known as labio-dental nasal sound, immediately followed by /f/ and /v/ as in information, invitation. and realized as dental nasal sound followed by / / and / / as in the tenth and month.

(iv) Allophones of /i/: - Two main

The clear / i / -- is followed by a vowel /let/ or semivowel /clear/

Dark / i / -- is used when not followed by a vowel as call, meal.

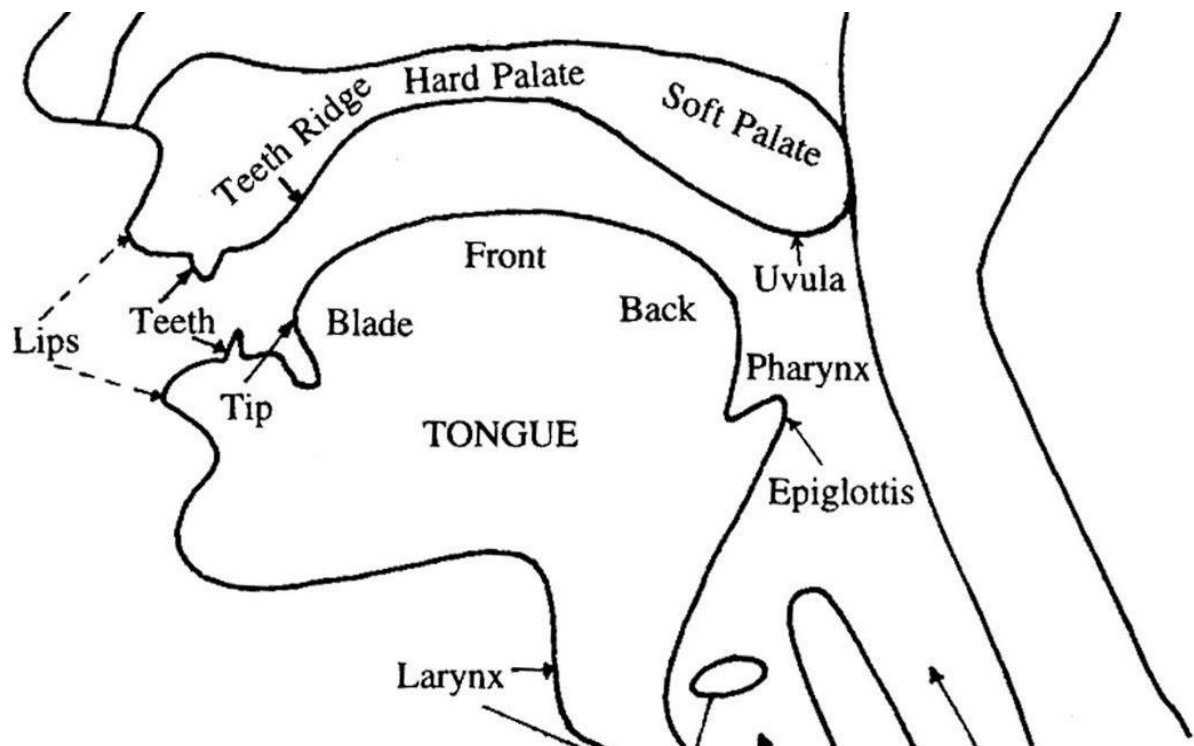
(v) Allophones of / h / - voiced / h / between voiced sounds, / h / is realized as voiced glottal fricative, as in behind, below:

Consonants				Vowels and diphthongs							
p	pen	/pen/	s	so	/səʊ/	i:	see	/si:/	ʌ	cup	/kʌp/
b	bad	/bæd/	z	zoo	/zu:/	i	happy	/'hæpi/	ɜ:	bird	/bɜ:d/
t	tea	/ti:/	ʃ	shoe	/ʃu:/	ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/	e	ten	/ten/	eɪ	say	/seɪ/
k	cat	/kæt/	h	hat	/hæt/	æ	cat	/kæt/	əʊ	go	/gəʊ/
g	got	/gɒt/	m	man	/mæn/	ɑ:	father	/'fɑ:ðə(r)/	aɪ	five	/faɪv/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/	ɒ	got	/gɒt/	aʊ	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/	ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
f	fall	/fɔ:l/	l	leg	/leg/	ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
v	van	/væn/	r	red	/red/	u	actual	/'æktʃʊəl/	eə	hair	/heə(r)/
θ	thin	/θɪn/	j	yes	/jes/	u:	too	/tu:/	ʊə	pure	/pjʊə(r)/
ð	this	/ðɪs/	w	wet	/wet/						

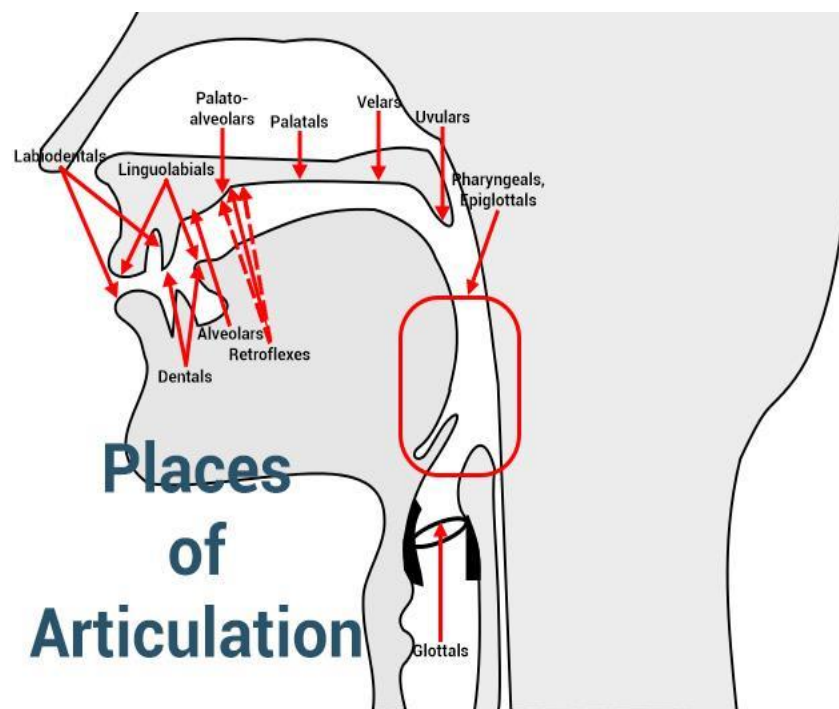
(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

Diagram of Classification of complete phonemic description of English Consonants

Organs of Speech



Places of Articulation



2.4 Check Your Progress

Que1- Explain the fundamental concepts of phonetics and its significance in linguistics.

Que 2- Discuss the International Phonetic Alphabet (IPA) and its role in representing speech sounds.

Que 3- Examine the articulatory processes involved in producing speech sounds and provide examples of different articulatory settings.

Que 4- Discuss the concept of speech perception and the role of the human auditory system in processing speech sounds.

Que 5- What's a diphthong in phonetics?

Que 6- What is a homophone?

Que 7- Discuss the importance of phonetics in understanding and studying language.

Que 8- Explain the difference between articulatory, acoustic, and auditory phonetics, and illustrate how they are interconnected.

2.5 Summary

Phonetics is the branch of linguistics that focuses on the study of speech sounds, specifically their production, classification, and acoustic properties. Here is a summary of the key aspects of phonetics:

Articulatory Phonetics

This branch of phonetics deals with the physical aspects of speech production, including the movements and positions of the articulatory organs (e.g., tongue, lips, vocal cords) when producing speech sounds.

It categorizes speech sounds based on their place of articulation (where in the vocal tract the airflow is obstructed or modified), manner of articulation (how the airflow is obstructed or modified), and voicing (whether the vocal cords vibrate).

Acoustic Phonetics

Acoustic phonetics focuses on the acoustic properties of speech sounds, such as their frequency, amplitude, and duration.

It uses spectrograms and other tools to analyze the sound waves produced during speech and how they vary across different speech sounds.

Auditory Phonetics

This area of phonetics explores how the human auditory system perceives and processes speech sounds.

It studies the perception of pitch, loudness, and other acoustic properties that contribute to speech sound identification.

Phonetic Transcription

Phonetic transcription is the notation system used to represent speech sounds in writing. The International Phonetic Alphabet (IPA) is the most widely used system for this purpose.

Phonetic transcription helps linguists accurately represent the sounds of a language, regardless of its writing system.

Phonemes and Allophones

Phonemes are the smallest distinctive units of sound in a language. They are abstract representations of speech sounds that can change the meaning of a word when substituted for one another (e.g., /p/ and /b/ in "pat" and "bat").

Allophones are variant pronunciations of a phoneme that do not change word meaning. They often result from phonological rules and contextual influences.

Suprasegmental Features

In addition to individual speech sounds, phonetics also considers suprasegmental features such as intonation, stress, and rhythm.

Intonation patterns convey information about sentence type (declarative, interrogative) and emotional tone.

Stress patterns can affect word meaning and sentence structure.

Dialectal Variation

Phonetics plays a crucial role in understanding dialectal variations in speech sounds. Different regions and communities may have distinct pronunciation patterns.

Socio phonetics examines how social factors, such as class, gender, and ethnicity, influence speech patterns.

Applied Phonetics

Applied phonetics is the practical application of phonetic principles in fields like speech therapy, language teaching, and speech technology.

Speech therapists use phonetics to diagnose and treat speech disorders, while language teachers use it to help learners improve their pronunciation.

Phonetics is fundamental to the study of linguistics, providing valuable insights into the sounds of languages and how they are produced, perceived, and represented. It serves as a foundational tool for understanding the complexities of human speech and language.

2.6 Keywords

- Articulatory phonetics
- Acoustic phonetics
- Auditory phonetics
- Speech sounds
- Vowels
- Consonants
- International Phonetic Alphabet (IPA)
- Phonemes
- Allophones
- Syllables
- Word stress
- Intonation
- Spectrogram
- Place of articulation
- Manner of articulation
- Voicing
- Suprasegmental features
- Dialect variation

- Speech therapy
- Phonological rules

2.7 Self-Assessment Test

Que 1- What is the difference between phonetics and phonology in the study of language?

Que 2- Explain the International Phonetic Alphabet (IPA) and its significance in phonetic transcription.

Que 3- Describe the articulatory phonetics, acoustic phonetics, and auditory phonetics branches of phonetics. How do they differ in their focus?

Que 4- What are the primary articulatory features that define consonant sounds? Provide examples.

Que 5- Discuss the classification of vowel sounds based on tongue height, tongue advancement, and lip rounding.

Que 6- Explain the concept of voicing in phonetics and provide examples of voiced and voiceless consonant pairs.

2.8 Answers to Check Your Progress

Ans 1- Phonetics is the branch of linguistics that studies the sounds of human speech. It focuses on the physical properties of speech sounds, such as their articulation (how they are produced), acoustic properties (how they are transmitted as waves), and auditory reception (how they are perceived by the human ear). Phonetics is crucial in linguistics because it provides a foundation for understanding how speech sounds are produced, transmitted, and interpreted by humans. It helps linguists analyze and describe the diverse range of sounds found in languages around the world, contributing to our understanding of language structure and communication.

Ans 2- The International Phonetic Alphabet (IPA) is a standardized system of symbols that represents the sounds of all human languages. Each symbol in the IPA corresponds to a specific speech sound, allowing linguists to transcribe and analyze the pronunciation of words across languages. The IPA includes symbols for consonants, vowels, suprasegmental features (such as stress and intonation), and diacritics (modifiers that indicate subtle phonetic details). The IPA is an essential tool for linguists and language learners because it provides a consistent and precise way to represent speech sounds, transcending the limitations of

individual writing systems. It plays a vital role in linguistic research, language teaching, and dictionary transcription.

Ans 3- Speech sounds are produced through the coordinated movement of various speech organs, such as the tongue, lips, vocal cords, and palate. Articulatory settings refer to the specific configurations these organs take to produce different speech sounds. For example, the articulatory setting for producing the English sound [p] (as in "pat") involves closing the lips completely and then releasing them to create a burst of air. In contrast, the articulatory setting for [s] (as in "see") involves bringing the front part of the tongue close to the alveolar ridge (the bony ridge behind the upper front teeth) to create turbulence in the airflow. Understanding these articulatory processes helps linguists categorize and describe speech sounds in terms of their place and manner of articulation.

Ans 4- Speech perception is the process by which humans recognize and interpret the speech sounds they hear. It involves the human auditory system's ability to discriminate between different speech sounds, identify phonemes (distinctive sound units), and process suprasegmental features like stress and intonation. The auditory system achieves this by analyzing acoustic cues, such as frequency, intensity, and duration, which vary between speech sounds. The brain then organizes these cues to recognize words and sentences. Understanding speech perception is essential for fields like psycholinguistics and speech pathology, as it sheds light on how humans process language auditorily and how hearing impairments can affect speech comprehension.

Ans 5- A diphthong is a complex vowel sound where the tongue glides from one vowel to another within the same syllable.

Ans 6- Homophones are words that sound the same but have different meanings and spellings (e.g., "to," "too," "two").

Ans 7- Phonetics is a critical branch of linguistics that focuses on the study of speech sounds in language. It plays a fundamental role in understanding and studying language for several reasons. Firstly, phonetics helps us analyze and describe the sounds used in languages, providing a systematic way to represent and classify them. This classification enables linguists to compare and contrast sounds across languages and dialects, which, in turn, aids in understanding the relationships and histories of languages.

Secondly, phonetics is essential for language acquisition and teaching. By understanding the articulatory, acoustic, and auditory aspects of speech sounds, educators can teach learners to produce and perceive sounds accurately. This is particularly important in second language acquisition, where learners often need to master unfamiliar sounds.

Moreover, phonetics contributes to the development of phonological theories, which describe the sound patterns and rules within languages. Phonological rules dictate how speech sounds interact with one another in a language, leading to processes like assimilation, elision, and vowel harmony. By examining phonetic data, linguists can formulate and test hypotheses about these phonological rules, leading to a deeper comprehension of a language's underlying structure.

Additionally, phonetics is crucial for speech pathology and therapy. It helps diagnose and treat speech disorders by pinpointing the specific speech sound errors individuals may make. Speech pathologists use phonetics to design tailored interventions to improve articulation and intelligibility in those with speech disorders.

In summary, phonetics is indispensable in linguistics, language acquisition, teaching, phonology development, and speech pathology. It provides the tools and knowledge necessary to analyze, describe, and understand the complex and diverse range of speech sounds used in languages worldwide.

Ans 8- Phonetics encompasses three main branches: articulatory phonetics, acoustic phonetics, and auditory phonetics. These branches are interconnected and collectively contribute to our understanding of speech sounds.

Articulatory Phonetics: Articulatory phonetics focuses on how speech sounds are produced. It examines the movements and positions of the articulators (e.g., tongue, lips, vocal cords) during speech. Articulatory phonetics helps us understand the physical processes involved in creating different speech sounds, such as consonant and vowel articulation. For example, it explains how the placement of the tongue and the constriction of the vocal tract lead to the production of specific sounds like [p], [t], or [k].

Acoustic Phonetics: Acoustic phonetics deals with the acoustic properties of speech sounds. It studies the physical properties of sound waves produced during speech, such as frequency, amplitude, and duration. Acoustic phonetics helps us quantify and measure speech sounds objectively. For instance, it can explain how different vowel sounds have distinct frequency patterns, resulting in variations in pitch and timbre.

Auditory Phonetics: Auditory phonetics explores how speech sounds are perceived and processed by the human ear and brain. It investigates aspects like auditory discrimination, sound recognition, and phoneme categorization. Auditory phonetics is critical in understanding how listeners interpret and understand spoken language.

These three branches of phonetics are interconnected because they collectively provide a comprehensive view of speech sounds. For example, articulatory phonetics explains how the tongue and lips create specific speech sounds, acoustic phonetics quantifies the acoustic properties of these sounds, and auditory phonetics helps us understand how the brain processes and recognizes these acoustic signals during speech perception. Together, these branches allow linguists to analyze, describe, and comprehend the entire process of spoken language production and perception.

2.9 References and suggested readings

- [11:12, 9/25/2023] +91 86075 05758: "A Course in Phonetics" by Peter Ladefoged (1975) - A classic textbook in the field.
- "Fundamentals of Phonetics: A Practical Guide for Students" by Larry H. Small (1997) - Provides practical exercises.
- [11:12, 9/25/2023] +91 86075 05758: "English Phonetics and Phonology: An Introduction" by Philip Carr (2003) - Focuses on English phonetics.
- "An Introduction to Phonetics and Phonology" by John Clark and Colin Yallop (2006) - Covers the basics.
- [11:13, 9/25/2023] +91 86075 05758: "The Sounds of Language: An Introduction to Phonetics" by Henry Rogers (2012) - A comprehensive introduction.
- "Phonetics: A Coursebook" by Rachael-Anne Knight (2012) - Offers exercises and activities.
- "Phonetics and Phonology: An Introduction" by John A. Goldsmith (2017) - Modern overview of the field.
- "Articulatory Phonetics" by Bryan Gick, Ian Wilson, and Donald Derrick (2019) - Focuses on articulation.

Subject	English
Course Code	304 (Sem. III)
Author	Dr. Pallavi
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Chapter 3	The Syllable and Word-Stress

Lesson Structure

3.0 Learning Objectives

3.1 Introduction-About the Poem

3.2 Main Body of the Text

3.3 Further Main Body of the Text

3.4 Check your progress

3.5 Summary

3.6 Keywords

3.7 Self-Assessment

3.8 Answer to check your progress

3.9 References/ Suggested Readings

Chapter 3

The Syllable and Word-Stress

3.0 Learning Objectives

1. The students will be able to improve the pronunciation.
2. Identify the word stress by pronunciation.
3. The students will be able to define “syllables”.
4. Students will be able to identify the number of syllables in a word.
5. To be able to identify rhyming couplets.

3.1 Introduction

For speech analysis, the syllable is a unit next in hierarchy to the individual speech sound. The division and the structure of syllables helps the students of literature. A proper count of syllables and their nature, whether they are weak or stronger or whether they are accented or unaccented helps them to understand and enjoy the metrical patterns in the lines of poems.

The syllable can be defined in terms of the pulmonic airstream mechanism or in terms of the peaks of prominence. The muscles of the chest contract and relax alternately and thus the air is pushed out in small puffs. Each movement of the muscles is called a chest pulse. Each chest pulse corresponds to a syllable. This produces a reinforced chest pulse and stronger puff of air. A syllable produced in this way is called stressed syllable.

Technically, more precisely, a syllable corresponds to a peak of prominence. The peak is generally carried by a vowel. So in English the sounds /a/, /a:/and/I/ are more prominent than the others. The syllabic division in a word is marked by either a dot (.) or a hyphen (-) as in /S.Igq.net/

3.2 Main body of the text

Syllabic Structure

A syllable is composed of its constituent segments’ vowels and consonants. The chest pulse is carried by the vowel, which produces free passage for the escape of the air. A vowel is therefore the nucleus of the syllable. The consonants are marginals. The consonant that begins a syllable is called the releasing consonant and the one that closes a syllable is called

an arresting consonant. The basic structure of the syllable thus is CVC. According to Peter Roach, a minimum syllable would be a single vowel in isolation: are / a: /, or / :/. These are preceded and followed by silence. However, a syllable will have either an onset that is a vowel preceded by a consonant as in car /ka:/ or more /m:/, or a coda.

Syllabic Consonants

Vowel is the nucleus, that is, a vowel is an essential element of a syllable in English. A number of cases whenever syllables have no vowels in them and yet have the standing of a syllable, in such cases the nucleus is the consonant, which is called a syllabic consonant.

In phonetics, it is customary to mark a syllabic consonant as V. Therefore, the structure of the second syllable in / bdt/ will be cv.

Stress - Stress is the result of an additional degree of breath force that we expend on a certain syllable in an English word.

Stress is actually brought about by a reinforced chest pulse. Stress or word accent in English creates a rhythm of its own kind. The kind of rhythm we feel in the English language is called stress timed rhythm. Phoneticians lay down four kinds of stress in English. They are primary, secondary, tertiary and zero. These stresses are distinguished from each other by the degree of breath force that a speaker expends on various syllables of syllabic words. Practically we use two degrees of accent – primary and secondary.

Stress in Simple Words

In order to decide on stress placement there are pieces of information that can help whether a word is morphologically simple, complex or compound. Monosyllabic words are the simplest ones that are said with primary stress if pronounced, in isolation: man, chair, book is all spoken with primary stress.

The vowel sound / a / is considered a weak prefix and does not carry stress.

Stress – Shift in word class pairs. Examples

Stress in complex words

Stress in compound words.

PHONEMIC CHART							
monothongs				diphthongs			
vowel sound	i:	ɪ	ʊ	u:	ɪə	eɪ	
	sheep	ship	good	tooth	deer	say	
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
	bed	her	bird	law	pure	boy	soap
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ
	cat	up	car	on	pair	mine	now
consonant sound	p	b	t	d	tʃ	dʒ	k
	park	bike	tree	day	chair	June	cat
	g						goal
	f	v	θ	ð	s	z	ʃ
	photo	very	think	this	sorry	zoo	shout
	ʒ						vision
	m	n	ɪŋ	h	l	r	w
	man	never	sing	honey	lake	red	what
							j
							yes

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout and adapted by TEFL Trainer.

Phonetic Transcription Chart

Consonant

A Consonant is a speech sound in the production of which there is some hindrance to the air stream at some point in the mouth. The other name of consonants is conoids.

In the articulation of consonants there is no free flow of outgoing air in the oral cavity or the mouth. Ex - / p / - complete closure.

Consonants are not all voiced sounds. Some of them are voiced, others are not. The vocal cords may or may not vibrate. Ex - / t / as in 'tin'. (voiceless)

/d/ as in 'din' (voiced).

3.3 Further body of the text

Classification

On the Basis of Place of Articulation

Bilabial	Labio - Dental	Dental
Produced with the help of both lips ex - /p/, /b//m/, /w/	Sounds are produced with the help of lower lip and upper set of teeth ex - /f/, /v/	Sounds are produced with the help of tip of the tongue and the upper set of teeth. ex - /o/, /l/

<p>Alveolar</p> <p>Sounds are produced with the help of tip of the tongue, blade of the tongue and the teeth ridge.</p> <p>ex - /t/, /d/, /s/, /z/, /n/, /i/</p>	<p>Post - Alveolar</p> <p>Sound is produced with the help of the tip of the tongue and the back part of the alveolar ridge.</p> <p>ex - / /</p>	<p>Retroflex</p> <p>Here there is no retroflex sound in English. Here the tip of the tongue is curled back and articulates with front part of the hard palate.</p>
<p>Palato Alveolar</p> <p>Here the tip and blade of the tongue articulates with an alveolar ridge and the front of the tongue is raised in the direction of a hard palate.</p> <p>ex - /t/, /dz/, /l/, /z/</p>	<p>Palatal</p> <p>Sounds are produced with the help of the front of the tongue and the hard palate.</p> <p>ex - /j/</p>	<p>Velar</p> <p>Sounds are produced with the help of the back of the tongue and the soft palate.</p> <p>ex - /k/, /gi, n/</p>
<p>Glottal</p> <p>Here the two vocal cords act as the prime articulators. The opening of the vocal cords is called glottis; the sounds produced in this way are called glottal sounds.</p> <p>ex - /p/, /b/, /m/, /w/</p>		

Position of the Vocal Cords	
<p>Voiceless Consonants</p> <p>/p/, /t/, /k/, /t/, /f/, /s/, /h/</p>	<p>Voiced Consonants</p> <p>/b/, /d/, /g/, /dz/, /v/, /z/, /z/, /w/, /j/, /i/, /m/, /n/, /n/, /w/</p>

On the Basis of Manner of Articulation:

The manner of articulation specifies the kind of closure or narrowing involved in the production of a consonant sound. The consonants are classified into ‘plosives’, ‘affricate’, ‘nasal’, ‘roll’, ‘flat’, lateral and fricative.

1. Plosives or stops- In the production of a plosive sound, the nasal and the oral passager are closed simultaneously. The active and passive articulators make a firm contact, therefore, a compression of air in the oral cavity. When the active articulator is removed the air escapes with an explosion.

Ex - /p/ and / b / -- Bilabial plosives. (Two lips together)

/t/ and /d/ -- Alveolar plosives (oral cavity is blocked by bringing the tip of the tongue with alveolar ridge)

/k/ and / g/ -- Velar plosives (oral cavity is closed by making a firm contact between the back of the tongue and the soft palate).

2. Affricates – A complete closure of the air passage followed by the building up of pressure behind the closure.

Ex - /t/ and /d/ - Palatal sounds

3. Fricatives – In the production, the stricture is a closed approximation. The passage is closed and the air escapes through it with audible friction. Nine fricative sounds.

Ex - /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/

4. Nasals – The oral cavity is completely blocked by bringing the articulators in firm contact with each other. All nasal sounds are voiced.

Ex - /m/, /n/, /ŋ/

5. Laterals – A lateral consonant is produced by a stricture of complete closure. /l/ sound is an alveolar lateral and produced with the help of the tip of the tongue and the alveolar ridge.

6. Frictionless Continuant – The active articulator is brought just behind the passive articulator; lot of space helps the air to pass freely. No friction is there.

Ex - /r/ - It is a post – alveolar sound and functions like a consonant.

7. Semi-vowels – A semi-vowel is a vowel glide functioning as a consonant.

Ex - /w/ - Bilabial semi-vowel

/j/ - Palatal semi-vowel

Intonation

Intonation may be defined as the variations in the pitch of the voice in the connected speech. Pitch changes or intonation is employed by all language. While speaking we have to employ intonation (1) to avoid monotone (2) to bring about different shades of meaning (3) to distinguish different kinds of set (4) to indicate information focus in the sentence (5) to communicate the speaker's attitude.

The Nature of Pitch Variation: Tone Group, Tonic Syllable and Nuclear Tone.

Nucleus or Tonic Syllable- The syllable on which the pitch change is located is called nucleus. The nuclear accent (pitch change and stress) is located on the word the speaker wants to give more prominence.

Tone groups- An utterance that cannot be spoken in one stretch has to be broken into smaller segments. The tone group boundary is indicated by an oblique sign.

- 1) No
- 2) They are coming tomorrow.
- 3) I want to finish this work before he returns.
- 4) If you like/I'll send the car for you.

Uses of Tones- When the pitch of the voice rises we have a rising intonation, when it falls we have a falling intonation, when it remains on one note for an appreciable time, we have level intonation.

Falling Tone

(i) General Statements

we'll meet you at the station.

It 'looks like rain'.

'Let's' go for a little walk.

(ii) Wh-questions

When do you have dinner?

Where do you 'want to sit'?

'Why don't you' listen?

(iii) Commands

'Shut the door

'Don't go away

(iv) Exclamations

'What a 'fine weather!

'What a lovely sunset!

(v) Tag-questions

The 'Doctor' came this morning, didn't he?

You'll 'stay to tea,' won't you?

(vi) Rhetorical questions

(Expecting agreement and not asking an opinion)

'Have you 'brought my coat?

'Did you put the kettle on?

'Does she know the way?

Rising Tone

(i) Yes-no type questions

'Are you ready?

'Have you 'heard the 'latest news?

'Shall I' answer the door?

(ii) Requests or commands intended to sound like a request

Listen to me for a minute.

Shut the window, please.

Phone me tomorrow.

(iii) Statements intended to be a question

You aren't going to cry?

She isn't very pretty?

We shall see you tomorrow?

(iv) Wh-questions showing politeness, warmth, personal interest

Where shall we meet?

What's your number?

What would you like to drink?

Falling-Rising Tone

It is particularly common with conditions spoken in a hesitant manner.

It'll be ready in a moment/if you'll, wait.

I eat steak/when I can, get it.

She launches early/, usually.

Rising – Falling Tone

(i) Yes-no type questions

'Are you ready?

'Have you 'heard the 'latest news?

'Shall I 'answer the door?

(ii) Requests or commands intended to sound like a request

Listen to me for a minute.

Shut the window, please.

Phone me tomorrow.

(iii) Statements intended to be a question

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Falling-Rising Tone

It is particularly common with conditions spoken in a hesitant manner.

It'll be ready in a moment/if you'll, wait.

I eat steak/when I can, get it.

She launches early/usually.

Rising-Falling Tone

Sentences beginning with a subordinate clause or phrase have the rising tone for this introductory part, followed by the falling tone.

After the game/we had' some tea.

If you, like/I'll 'send the car for you.

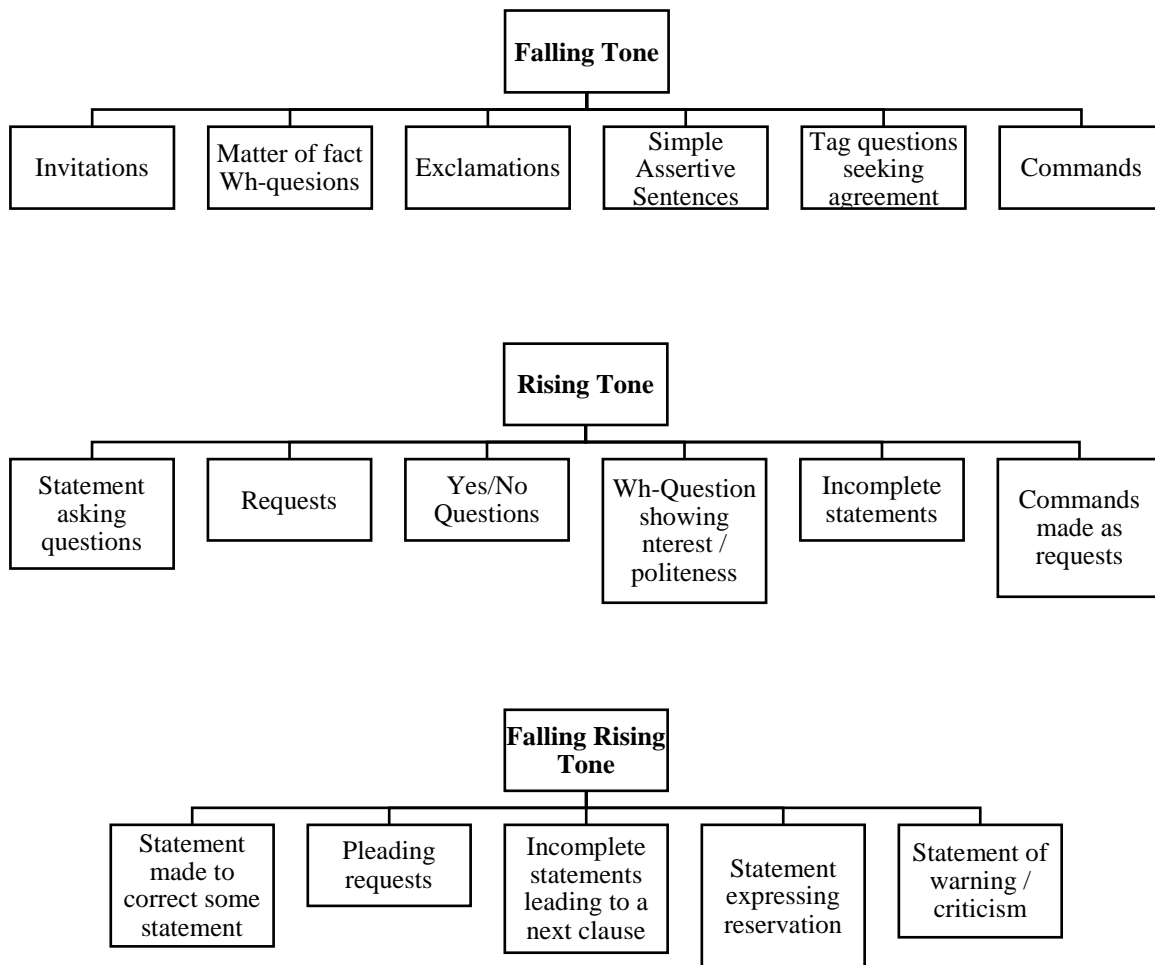
Just as the train was, leaving/he jumped in.

Since you 'refuse to, help, I must 'do it alone.

Suggestions for the improvement of Indian English

- (1) The correct pattern of stress, accent, rhythm should be maintained.
- (2) The consonants should be clearly articulated.
- (3) The voiceless plosives should be aspirated at the beginning of the accented syllables.
- (4) /s/ and /z/ in inflexional suffixes should be clearly distinguished.
- (5) /r/ must be pronounced only when it is followed by a consonant sound.
- (6) The reading of a set text should be done carefully with proper grouping of words.
- (7) The correct distribution of English vowels and consonants should be learnt by the regular use of a pronouncing dictionary.

Classification of different tones on the basis of grammatical function



3.4 Check Your Progress

Que 1. Explain the concept of a syllable and its role in phonology. Discuss how syllables are structured in languages.

Que 2. Discuss the concept of word stress and its importance in pronunciation. Explain how word stress patterns can vary in different languages.

Que 3. Examine the role of word stress in English and its impact on word pronunciation and meaning. Provide examples to illustrate the significance of word stress patterns in English.

Que 4. Discuss the challenges non-native speakers may face when acquiring word stress patterns in English. Offer strategies to improve word stress accuracy in pronunciation.

3.5 Summary

Syllables and word stress are important aspects of phonology, which is the study of the sounds and sound patterns in language. Here's a summary of syllables and word stress:

Syllables- A syllable is a unit of sound in a word that typically consists of a vowel (the nucleus) and may be surrounded by consonants (the onset and coda).

Components

Onset- The consonants that precede the vowel in a syllable (e.g., "cl" in "clap").

Nucleus- The vowel or vowel-like sound at the core of a syllable (e.g., "a" in "cat").

Coda- The consonants that follow the nucleus in a syllable (e.g., "t" in "cat").

Types of Syllables

Open Syllable: Ends with a vowel sound (e.g., "go" or "hi").

Closed Syllable: Ends with a consonant sound (e.g., "cat" or "hop").

Vowel-Consonant Syllable: Contains a single vowel followed by one or more consonants (e.g., "step" or "trip").

Consonant-Vowel-Consonant (CVC) Syllable: Contains a consonant, followed by a vowel, and then another consonant (e.g., "cat" or "dog").

Syllable Counting: Syllable counting is useful for determining the pronunciation and rhythm of words in a language. It can help with word stress placement and pronunciation.

Word Stress

Word stress, also known as lexical stress or accent, is the emphasis placed on one syllable within a word, making that syllable more prominent or louder than the others.

Importance- Word stress can change the meaning of a word and plays a crucial role in spoken language comprehension.

Types of Word Stress

Primary Stress- The strongest stress in a word, typically indicated by a raised pitch or greater loudness. In English, it usually falls on one of the syllables within a word (e.g., "con-TENT").

Secondary Stress- In longer words, there may be secondary stresses that are less strong than the primary stress but still more prominent than unstressed syllables (e.g., "un-der-STAND-ing").

Placement Rules- Word stress placement can vary among languages, but in English, it often follows these general patterns:

Stress often falls on the first syllable in nouns and adjectives (e.g., "TAble," "HAp-py").

Stress often falls on the second syllable in verbs (e.g., "to re-LAX," "to ex-PLAIN").

Some words have irregular stress patterns that need to be memorized (e.g., "pho-TO-graphy," "pho-TO-grapher").

Functional Role- Word stress can convey grammatical information (e.g., noun vs. verb) and help distinguish between words that are otherwise spelled the same. Understanding syllables and word stress is essential for proper pronunciation and comprehension in spoken language. It also plays a significant role in language learning and teaching, as well as in the study of phonology and linguistics.

3.6 Keywords

Syllable

- Onset
- Nucleus
- Coda
- Open syllable
- Closed syllable
- Vowel-consonant syllable
- Consonant-vowel-consonant (CVC) syllable
- Syllable counting
- Syllable division
- Syllable structure

Word Stress

- Lexical stress

- Primary stress
- Secondary stress
- Word stress patterns
- Stress placement rules
- Pitch accent
- Stress shift
- Functional role of stress
- Stress in compound words

3.7 Self-Assessment Test

Que 1. How do languages vary in terms of syllable structure, and what are some common patterns you can identify?

Que 2. Discuss the importance of syllable division in phonetics and phonology. What are the rules for dividing words into syllables?

Que 3. Provide examples of languages with different syllable structures, such as CV, CVC, and CCVCC.

Que 4. Explain the concept of a diphthong in relation to syllables. How do diphthongs differ from pure vowels in syllabic structure?

3.8 Answers to Check your Progress

Ans 1- A syllable is a basic unit of speech that consists of one or more phonemes organized around a single vowel sound, known as the nucleus. The nucleus is often surrounded by consonants, which may appear before (onset) and after (coda) the nucleus. Syllables play a crucial role in phonology because they help define the rhythm, timing, and patterns of speech in languages. The structure of syllables can vary across languages, with some allowing complex clusters of consonants within a syllable (e.g., English "strength") and others restricting syllables to simple consonant-vowel (CV) patterns (e.g., Hawaiian "ma").

Ans 2- Word stress, also known as lexical stress, refers to the emphasis or prominence placed on one syllable within a word. It affects the rhythm and pronunciation of words in a language. In English, word stress typically falls on one syllable within a word, and the choice of stressed syllable can change the meaning (e.g., "record" as a noun vs. "record" as a verb).

However, word stress patterns can vary significantly across languages. In some languages, such as French, word stress is relatively consistent and often falls on the final syllable. In contrast, in languages like Russian, word stress can shift within word forms, affecting pronunciation and meaning. Understanding word stress is essential for clear and accurate pronunciation in a language.

Ans 3- Word stress is a critical feature of English pronunciation that can change the meaning of words. In English, stressed syllables are pronounced with greater emphasis, pitch, and duration compared to unstressed syllables. For instance, consider the word "permit." When the stress falls on the first syllable, it is a noun (e.g., "a parking permit"), but when the stress falls on the second syllable, it becomes a verb (e.g., "to permit something"). Another example is the word "present." With stress on the first syllable, it is a noun (e.g., "a birthday present"), while with stress on the second syllable, it functions as a verb (e.g., "to present an award"). Word stress in English is crucial for conveying the correct meaning and ensuring clear communication.

Ans 4- Non-native speakers often encounter challenges in acquiring word stress patterns in English. These challenges may include transferring stress patterns from their native language, difficulty distinguishing between stressed and unstressed syllables, and inconsistent application of stress rules. To improve word stress accuracy in pronunciation, non-native speakers can:

Listen to native speakers and practice mimicking their stress patterns.

Use dictionaries or pronunciation guides that indicate word stress.

Pay attention to the stress patterns of minimal pairs (words that differ only in stress) to understand the significance of stress in meaning.

Practice stress patterns through drills and exercises, emphasizing stressed syllables.

Seek feedback from teachers or language coaches to refine pronunciation.

Developing a good understanding of English word stress is vital for clear and effective communication.

3.9 References and suggested readings

- [11:16, 9/25/2023] +91 86075 05758: "English Word Stress" by Louise McNally (2005) - Focuses on English word stress patterns.

- "Syllables and Segments" by John J. McCarthy (2009) - Covers syllable structure and phonological segments.
- [11:17, 9/25/2023] +91 86075 05758: "Syllable Structure: The Limits of Variation" by San Duanmu (2011) - An updated work on syllable structure.
- "Word Stress: Theoretical and Typological Issues" edited by Harry van der Hulst (2012) - An updated edition of the earlier work.

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Course Code	304 (Sem. III)
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Chapter 4	Word Formation Process

Lesson Structure

- 4.0 Learning Objectives**
- 4.1 Introduction-About the Poem**
- 4.2 Main Body of the Text**
- 4.3 Further Main Body of the Text**
- 4.4 Check your progress**
- 4.5 Summary**
- 4.6 Keywords**
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- 4.8 Answer to check your progress**
- 4.9 References/ Suggested Readings**

Chapter 4

Word Formation Process

4.0 Learning objectives

- The students will be able to identify the types of word formation processes.
- To know the meaning of a word.
- To gain knowledge to create new words.
- The students will be able to practice the formation of words.
- The students can contribute towards better and second language learning by finding out simpler words.

4.1 Introduction

Structure of Language

Morphemes- Morphemes play an important role in the scientific study of language and are taken up in a discipline called Morphology.

According to many linguists- “Morphology is the method of grouping sounds into sounds complexes or words of definite, distinct, conventional meaning. It studies how the words are formed, what the functions of prefixes and suffixes are, why the word forms change etc. etc.

Morphology is not only the synchronic study of word forms, but also the study of the history and development of word forms.

What are Morphemes- A morpheme is a distinct linguistic form. A morpheme is a function. It is semantically different. If we analyse a morpheme into its constituents, it loses its identity and we end up with a sequence of meaningless losses. If we break it up, the part becomes meaningless.

How do we identify Morphemes- Morphemes are the minimal units of grammatical structure.

For ex.: ‘Telephones’ has three (Tele + phone + s). Telephone has two (Tele + Phone) and Phone has one.

A Morphemes is defined in a context:

1. Morphemes may or may not have meaning.
2. They may not have a phonological representation.
3. The plural morpheme is a zero morpheme. A morpheme which does not appear in print but is taken as added to another morpheme.
4. A morpheme need not always carry the same sound. The way its pronounced may depend on its immediate context.

Morphs- Any phonemic shape or representation of a phoneme is a Morph. Each morph figures once in a formation. When the word is segmented into parts, these segments are refined to a morph.

4.2 Main body of the text

Roots and Affixes- Each language has its own rules and the study of these rules is known as Structural Morphology. A morpheme that cannot be spilt further is called the Root.

For ex.: Establish – establishment – establishmentarian – establishmentarianism – disestablishmentarianism

All morphemes added to the root “establish” are bound to and depended on the root and therefore they are affixes.

Prefixes

Suffixes

Morphemes (which are free)

1. Avoid
2. Understand

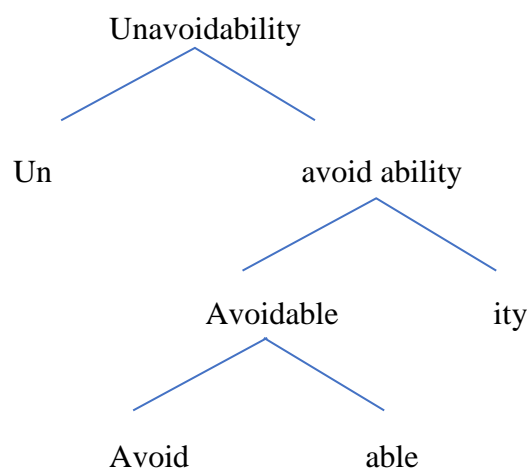
Roots and Affixes

Going – Go + ing (2 morphemes)

Understandable – understand + able (2 morphemes)

Above to understand the sequence of affixation. It can be explained by a tree diagram

For ex-



So, here 'avoid' is a free form as well as a free morpheme.

'Avoid' is the ultimate free form/morpheme and it is called the Root, 'Un', 'able' and 'ity' are called affixes.

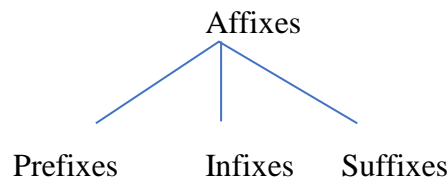
So, a stem that cannot be split further is called the root.

Importance of Affixes- A bound morpheme may appear weak or second-rate in status as compared to a free morpheme in terms of structure. It may have no meaning of its own but it not only changes the meaning of the free morpheme, to which it is attached, but its grammatical category for sure.

Free Morpheme	+	Bound Morpheme	=	Word
Arrange (verb)	+	ment	=	arrangement (noun)
Care (noun/verb)	+	ful	=	Careful (adjective)
Person (noun) - (as prefix)	- de +	al + ize	=	depersonalize (verb)

Classification of Affixes: Affixes are bound morphemes. They do not carry any independent meaning.

Affixes can be classified into three kinds prefixes, suffixes and infixes.



Prefixes are used before the stem.

For ex: Un + holy = unholy (neg.)

A + political = apolitical (neg.)

Suffixes- are used after the stem.

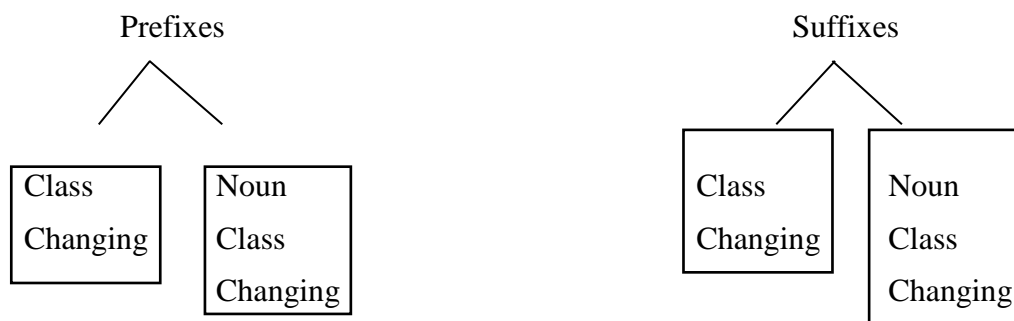
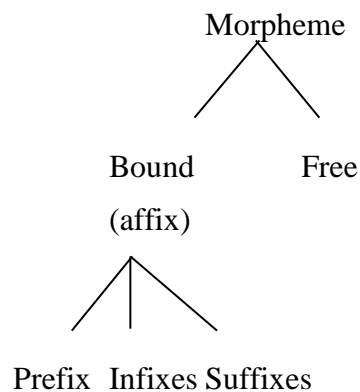
For ex: Politic + al = political

Beauty + fy – beautify

Infixes: are used within the free form, after splitting the stem into two parts.

For ex. Mice = mouse + plural infix

Geese = goose + plural infix



Derivational and inflectional affixes- Inflectional affixes are those affixes which do not change the grammatical category of the stem to which they are attached.

Difference:

Derivational	Inflectional Affixes
1. They can be prefixes as well as suffixes	1. Always occur as suffixes
2. They do not perform this uniform function	2. They can occur with different stems from the same part of the speech. Map + -s = maps Play + ed = played
3. No further change	3. These suffixes are closing morphemes.
4. They permit class changing suffixes to keep joining the word i.e., observe the word.	4. They do not allow the piling up of morphemes.
5. The suffixes which may be followed by other suffixes are called derivational suffixes. For ex: agree + ment = agreement	5. Inflectional affix is always terminal and does not allow further addition of affixes. For ex. Play + s = plays (Please note no further addition after s is possible in this affix)

Inflectional Affixes- are always class maintaining.

Derivational Affixes- can be class maintaining as well as class changing.

Inflectional Affixes- like s/es/ed/un/in are all class maintaining.

Boy + s = boys (noun)

Girl + s = girls (noun)

Derivational Affixes-

1. (P) em + power = empower (verb)
2. Human + ize (s) = humanize (verb)
3. Claim + s (s) = claims
4. (P)anti + clockwise = anticlockwise

The Prefix in (1) change the class (4) does not do that

The suffix in (2) changes the class (3) does not do that

4.3 Further main body of the text

Word formation Process

Coinage- Coinage is the word formation process in which a new word is created. Here we identify the word formation process of making entirely new words. But in some cases, the meaning of these words is broadened.

Borrowing- It is the word formation process in which a word from one language is borrowed directly into another language. For example

Pizza - Italian

Lilac - Persian

Robot - Czech (the pronunciation is ‘r’)

Compounding- Compounding is the word formation process in which two or more lexemes combine into a single new word.

Noun – noun: pencil + box = pencil box

Noun – verb:

Adjective – noun:

Preposition – verb:

Adjective – adjective:

Preposition – preposition:

Writing Conventions for Compounds

One-word compounds- air gun, airhostess, blackboard, catcall, daybreak, earthquake, headache, landslide, rainfall, toothache, watchdog

Hyphenated compounds- air-conditioning, birth-control, drinking-water, dry-cleaning, field-work, hiding-place, living-room, police-officer, push-button, tax-payer, window-cleaner.

Two-word compounds- blood bank, book review, freezing point, frying pan, horse riding, oil well, power plant, typing paper, waiting room, walking stick.

Types of Compounds-

Some verb compounds and adverb compounds are also be found. All these types can be further sub-classified if we link the compounds to the sentences to which they are related. For example, the compound heartbeat is a noun. It is related to the sentence ‘The heart beats’, where heart is the ‘subject’ and beat is the ‘verb’.

Noun Compounds-

- (a) Subject-verb type : sunrise, rainfall, earthquake
- (b) Verb-subject type : crybaby, flashlight, popcorn, washing machine
- (c) Object-verb type : birth-control; sightseeing, tax-payer
- (d) Verb-object type : push-button; scarecrow, drinking-water
- (e) Verb-adverbial : living-room, walking stick, daydreaming, city
- (f) Noun-noun type : there are a large number of compounds of this type.
They include those types in which the related sentences show a subject-object or subject-complement type of relationship to exist between the elements of the compounds.

- (f-i) : steam engine (the steam runs the engine),
- (f-ii) : oil well (the well produces oil), goldmine
- (f-iii) : table leg (the table has a leg), door knock
- (f-iv) : girlfriend (the friend is a girl), manservant

Adjective compounds-

- (a) Object-verb type : man-eating (tiger); breathtaking (scenery)
- (b) Adjective/adverb +
present participle : everlasting, hardworking, sweet-smelling
- (c) Adjective/adverb +

Past participle : handmade, long-awaited, dry-cleaned

Verb compounds-

(a) Object-verb type : proofread, sightsee, housekeep

(b) Adverbial-verb type : day-dream, bottle-feed, dry-clean, sleep-walk

Adverb compounds

In adverb compounds, a word like style or fashion is added to nouns or adjectives and therefore looks more like a suffix.

Check your Progress 1

1. English uses certain compounds to express the following meanings. Give the compound. Be careful to write the compound in the proper form: as one word, as a hyphenated word, or as two words:

- (i) one who teaches a language (or languages) professionally.
- (ii) one who works with machines in a factory to earn his living.
- (iii) punishment by death according to law
- (iv) the making of large numbers of the same article by a fixed method
- (v) (goods) allowed to come into the country without tax.
- (vi) a piece of office furniture with drawers for storing papers, etc.
- (vii) control over one's feelings.
- (viii) plainly true without need of proof
- (ix) not easily or naturally connected; improbable, forced
- (x) not allowing air to pass in or out.

2. Classify the following compounds according to their part of speech. Then further classify each type into the types listed in the section types of compounds (noun compounds: a-b; Adjective compounds: a-c; Verb Compounds: a-b) :

bee-sting, city-dweller, epoch-making, fingerprint, stopgap, lip-read, deaf-mute, haircut, bottle-feed, post office

3. The compounds in each set below differ from each other in meaning. Consult a dictionary to find out the different meanings.

- (i) dining table, dinner table.
- (ii) doghouse, housedog
- (iii) housework, homework
- (iv) woodworm, wormwood
- (v) set-up (n.), upset (n.)
- (vi) bathtub, tub bath
- (vii) city garden, garden city
- (viii) actor-politician, politician-actor

Conversion

Check your Progress 2.

1. Identify the part of speech to which the word in bold type in each of the following sentences belongs:

- (i) Getting up early won't harm you.
- (ii) The weather changed at the harvest.
- (iii) The Chief Guest will present the prizes.
- (iv) Why do you press that point? It seems unimportant to me.
- (v) The examination will have questions on the set books.
- (vi) My TV set is out of order.
- (vii) The bottles were all empty.

2. Rewrite the following sentences changing the part of speech of the word in bold type to the one indicated:

Example: I **fine** you ten rupees. (noun)

I impose a ten-rupees fine on you.

- (i) She is fond of books and goes to the library frequently. (verb)
- (ii) What was the cause of the accident? (verb)
- (iii) The batsman skied the ball and was caught at long-on by Mudassar. (noun)
- (iv) The film of this scene was shot in Rajasthan. (verb)

(v) The film made gross earnings of 70 lakhs in one year alone. (verb)

Q.3. In the following sentences, distinguish those verbs which are basically transitive and have been used intransitively from those verbs which are basically intransitive but have been used transitively:

- (i). The door closed behind him.
- (ii) His first novel sold very well.
- (iii) He's walking the dog.
- (iv) Who works this machine?
- (v) They were happy until poverty struck.

Some Minor Processes of Word-Formation

Check your Progress 3

Following the instruction given, produce the resulting form:

- | | | | | |
|-----|-------|--------------------|-----------------|-------|
| (a) | (i) | peddler/peddler | back-formation: | |
| | | _____ | | |
| | (ii) | scavenger | back-formation: | _____ |
| | (iii) | swindler | back-formation: | _____ |
| | (iv) | vivisection | back-formation: | _____ |
| | (v) | electrocution | back-formation: | _____ |
| (b) | (i) | television | abbreviation: | _____ |
| | (ii) | mathematics | abbreviation: | _____ |
| | (iii) | omnibus | abbreviation: | _____ |
| | (iv) | professor | abbreviation: | _____ |
| | (v) | laboratory | abbreviation: | _____ |
| | (vi) | advertisement | abbreviation: | _____ |
| | (vii) | demonstration | abbreviation: | _____ |
| (c) | (i) | parachute + troops | blend: | _____ |
| | (ii) | news + broadcast | blend: | _____ |

(iii) helicopter + airport blend: _____

Let us Sum Up

- (i) Compounding and conversion are two major processes of word-formation in English in addition to affixation.
- (ii) Compounds are single words made up of two smaller words, or bases.
- (iii) The unity of a compound is reflected both in its meaning and pronunciation.
- (iv) Compounds represent a short and precise way of expressing something which would otherwise require a long and complicated expression.
- (v) The construction of compounds does not follow any definite rules: different kinds of relationships can hold between the two elements of a compound.
- (vi) Different compounds show different degrees of unity between the elements. These degrees are generally, reflected in the three modes of writing.
- (vii) Compounds are classified according to the part of speech they belong to and the kind of relationship (subject – verb, verb – object, etc.) that holds between the elements.
- (viii) Conversion refers to the process by which a word belonging to one part of speech is used as a word belonging to another part of speech. The use of verbs and adjectives as nouns, and of nouns and adjectives as verbs, etc. is very common in English and adds to the richness of expression.

Answer

Check your Progress 1

1. (i) a language teacher (ii) a songwriter (iii) capital punishment (iv) duty-free (v) a filing- cabinet or a filing cabinet (vi) self-control (vii) self-evident (viii) farfetched (ix) airtight or air-tight
2. **Noun Compounds-** bee-sting (subject-verb), city-dweller (adverbial-verb), fingerprint (noun-noun), stopgap (verb-object), deaf-mute (noun-noun), haircut (object-verb), post office (noun-noun).

Adjective Compounds- epoch-making (object-verb).

Verb Compounds- lip-read (object-verb), bottle-feed (adverbial-verb)

- | | | | |
|----|-----|-------------------|--|
| 3. | (1) | dining table | a table for having meals on |
| | | dinner table | a table on which dinner is being served |
| | 2) | doghouse- | a state of disfavour or shame (e.g., He is in the doghouse) |
| | | Housedog- | a dog which guards the house |
| | 3) | housework- | work done in taking care of a house (e.g., cleaning) |
| | | Homework- | Work which a pupil is required to do at home so as to learn or prepare for what is studied at school |
| | 4) | woodworm- | a small worm which makes holes in wood |
| | | wormwood- | a kind of plant with a bitter taste (used in medicines) |
| | 5) | set-up- | an arrangement or organization |
| | | Upset- | the act of upsetting or putting into confusion |
| | 6) | bathtub- | the container in which one takes a bath |
| | | tub bath- | a bath taken in a tub |
| | 7) | city garden- | a public garden in a city |
| | | garden city- | a city or town, or part of one, having plenty of grass, trees, open spaces, etc. |
| | 8) | actor-politician- | a practicing politician who is or has also been an actor |
| | | politician-actor- | a practicing actor who also takes part in politics |

Check your Progress 2

1. (i) harm- noun (ii) harvest- noun (iii) present-verb (iv) press - verb (v) set -adjective (vi) set - noun (vii) empty - adjective
2. (i) She is fond of books and frequents the library.
- (ii) What caused the accident?
- (iii) The batsman hit the ball high into the sky and was
- (iv) This scene was filmed in Rajasthan.
- (v) The film grossed 70 lakhs in one year alone.

3. (i) close- Transitive > Intransitive
- (ii) sold- Transitive > Intransitive
- (iii) walk- Intransitive > Transitive
- (iv) work- Intransitive > Transitive
- (v) struck- Transitive > Intransitive

Check your Progress 3

1. (i) peddle (ii) scavenge (iii) swindle (iv) vivisect (v) electrocute
2. (i) TV/tally (ii) maths/math (iii) bus (iv) prof (v) lab (vi) ad (vii) demo
3. (i) paratroops (ii) newscast (iii) heliport

Blending- In this word formation process, parts of two or more words combine to create a new word whose meaning is often a combination of the original word.

For ex: Spanish + English = Spanglish

Spoon + fork = Spork

Oxford + Cambridge = Oxbridge

Volume + pixel = voxel

Clipping- Here in this, a word is reduced or shortened without changing the meaning of the word. It comes when a word contains more than one syllable. For example, examination – exam, photograph - photo, bicycle – bike, fanatic – fan.

Backformation- An actual or supposed derivational affix detaches from the base form of a word to create a new word. For example, mix from mist, opine for opinion, injure from injury, lazy from lazy, sulk from sulky.

Conversion- The word formation process in which a period of one grammatical form becomes a word of another grammatical form without any changes to spelling or pronunciation. It is also referred to as zero or null derivation with the assumption that format change between words results in the addition of an invisible morpheme.

Noun to verb

Verb to noun

Bottle – to bottle

to alert – alert

Access – to access

to visit – visit

Also occurs to and from other grammatical forms:

Adjective to verb

Preposition to noun

Conjunction to noun

Acronyms – are words formed by the word formation process in which an initialism is pronounced as a word. Acronyms are pronounced as single words as in NATO, NASA etc.

4.4 Check Your Progress

Que1. Explain the concept of word formation processes in linguistics. Discuss the various types of word formation processes and provide examples for each.

Que 2. Discuss the role of affixation in word formation. Provide examples of prefixes and suffixes and explain how they modify the meanings of words.

Que 3. Examine the process of compounding as a word formation mechanism. Provide examples of compound words and explain how their meanings may differ from the sum of their parts.

Que 4. Discuss the phenomenon of back-formation as a word formation process. Provide examples and explain how it works.

Que 5- How does word formation vary across languages and cultures?

Que 6- What are neologisms in word formation, and why are they important?

Que 7- Explain reduplication as a word formation process.

Que 8- What is clipping in word formation? Provide an example.

4.5 Summary

Word formation processes refer to the ways in which new words are created in a language. These processes are essential for expanding vocabulary and expressing new concepts. Here's a summary of some common word formation processes;

Affixation

Prefixation: Adding a prefix to the beginning of a word to change its meaning (e.g., "un" in "undo").

Suffixation: Adding a suffix to the end of a word to modify its meaning (e.g., "er" in "teacher").

Compounding

Combining two or more complete words to create a new word (e.g., "toothbrush," "blackboard").

Blending

Combining parts of two words to create a new word (e.g., "brunch" from "breakfast" and "lunch").

Conversion (Zero Derivation)

Changing the grammatical category of a word without adding any affixes (e.g., "book" can be a noun or a verb).

Backformation

Creating a new word by removing an affix from an existing word, often mistakenly (e.g., "editor" from "editorial").

Acronyms and Initialisms

Forming a new word from the initial letters of a phrase (e.g., "NASA" from "National Aeronautics and Space Administration").

Reduplication

Repeating all or part of a word to create a new word (e.g., "boo-boo" for "mistake").

Clipping

Shortening a word by removing one or more syllables (e.g., "prof" from "professor," "gym" from "gymnasium").

Coinage

Inventing a completely new word, often for brand names or specialized terminology (e.g., "Google," "Kleenex").

Derivation

Creating a new word by adding a derivational morpheme (prefix, suffix, or infix) to an existing word (e.g., "happiNESS" from "happy").

Borrowing

Adopting words from other languages and incorporating them into the language (e.g., "piano" from Italian, "karaoke" from Japanese).

Onomatopoeia

Forming words that imitate the sounds they represent (e.g., "buzz," "moo").

Eponyms

Creating words based on the names of people or places (e.g., "sandwich" from the Earl of Sandwich's name).

Neologism

Introducing newly coined words or expressions into the language to represent new concepts or phenomena (e.g., "selfie").

These word formation processes are not exclusive to one language and can vary in their frequency and productivity across languages. Language evolution and adaptation often involve the continuous creation and adoption of new words through these processes.

4.6 Keywords

- Word formation
- Morphemes
- Zero Morpheme
- Morphs
- Affixes
- Infixes
- Suffixes
- Prefixes
- Coinage
- Borrowing
- Compounding
- Backformation

- Clipping
- Blending
- Inflectional
- Derivational.

4.7 Answers to Check Your Progress

Ans 1- Word formation processes refer to the ways in which new words are created in a language. Linguists categorize these processes into several types, including derivation, compounding, conversion, clipping, blending, and more. For example, derivation involves adding prefixes or suffixes to existing words to create new ones (e.g., "unhappiness" from "happy"). Compounding combines two or more whole words to form a new word (e.g., "toothpaste" from "tooth" and "paste"). Conversion involves changing the word class of a word without altering its form (e.g., "to text" as both a verb and a noun). Understanding these word formation processes is crucial for studying the dynamic nature of language and vocabulary expansion.

Ans 2- Affixation is a common word formation process that involves the addition of prefixes (added to the beginning of a word) and suffixes (added to the end of a word). Prefixes and suffixes can significantly modify the meanings of words. For instance, the prefix "un-" added to "happy" changes the word's meaning to "unhappy," indicating the opposite. Similarly, the suffix "-ly" added to "quick" forms "quickly," turning an adjective into an adverb. Affixes are versatile tools in language because they allow for the creation of new words and convey nuances in meaning and grammar.

Ans 3- Compounding involves combining two or more whole words to create a new word with a distinct meaning. Compound words often exhibit meanings that go beyond the sum of their constituent parts. For instance, "toothpaste" combines "tooth" and "paste" to refer to a specific product used for oral hygiene. Similarly, "software" combines "soft" and "ware" to refer to computer programs and data. Compound words can be nouns, verbs, adjectives, or other word classes, and they provide a flexible way to expand a language's vocabulary.

Ans 4- Back-formation is a word formation process that involves the creation of a new word by removing an affix (typically a suffix) from an existing word. This process can lead to the formation of a word that may appear to be the base or root form, even if it didn't previously exist. For example, the noun "editor" led to the back-formation of the verb "edit." Similarly,

"burglar" led to the creation of the verb "burgle." Back-formation often occurs when speakers reinterpret words and affixes, resulting in the creation of simpler forms.

Ans 5- Word formation varies across languages and cultures due to differences in linguistic structures, historical influences, and the need to express unique concepts. Some languages may rely more on derivation, while others favor compounding or other processes.

Ans 6- Neologisms are newly coined words or expressions that have recently entered a language. They are important because they reflect evolving cultures, technologies, and concepts. Examples include "selfie" and "googling."

Ans 7- Reduplication involves repeating all or part of a word to create a new word with modified meaning. An example is "boo-boo" to refer to a minor injury or mistake.

Ans 8- Clipping is the process of shortening a longer word to create a new word. For example, "advertisement" can be clipped to "ad" or "mathematics" to "math."

4.8 Self-Assessment questions

Que 1. Describe the process of derivation in word formation. How do derivational affixes change the meaning or category of a word?

Que 2. What are the differences between prefixes, suffixes, and infixes in word formation? Provide examples of each.

Que 3. Explain the concept of compounding in word formation and provide examples of compound words in English.

Que 4. How do blending and portmanteau words contribute to word formation? Provide examples.

Que 5. Describe the process of conversion (zero derivation) and give examples of words that can change their category without adding affixes.

Que 6. Discuss the role of back-formation in word formation and provide examples from English.

4.9 References and suggested readings

- "Word-Formation: An International Handbook of the Languages of Europe" edited by Peter O. Müller and Ingeborg Ohnheiser - This book offers insights into word formation processes in European languages.

- Academic Journals - Consider searching for articles in linguistic journals like "Word Structure," "Morphology," and "Journal of Linguistics," where you can find research papers on various word formation processes.

Subject	English
Course Code	304 (Sem. III)
Author	Dr. Pallavi
Vetter	Dr. Shammi Nagpal
Chapter 5	Translation

Lesson Structure

5.0 Learning Objectives

5.1 Introduction-About the Poem

5.2 Main Body of the Text

5.3 Further Main Body of the Text

5.4 Check your progress

5.5 Summary

5.6 Keywords

5.7 Self-Assessment

5.8 Answer to check your progress

5.9 References/ Suggested Readings

Chapter 5

Translation

5.0 Learning Objectives

1. The academic use of translation is to acquire a set of exercises which help the student to get trained.
2. Evaluation of personal language's skills.

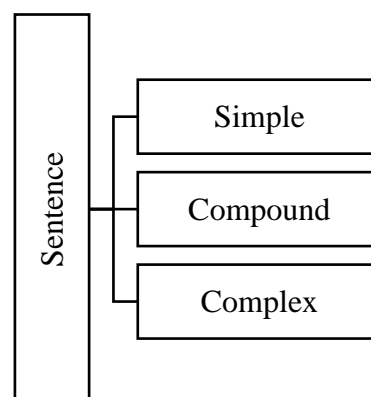
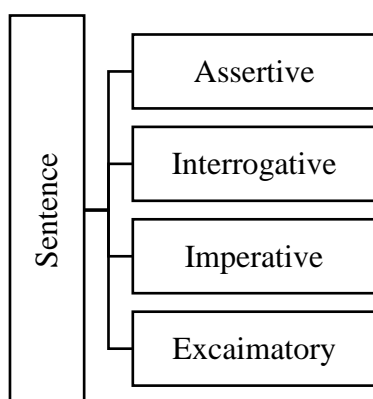
5.1 Introduction

Since English is not our native language, most of the time during our learning stage, we tend to think in our mother tongue and then translate the thought into English. But in order to acquire the desired level of competence in English, we need to spend many years reading, writing, speaking and listening to it.

We can divide the sentence into two parts. Subject and predicate.

For example:	Subject	Predicate
	Ravi	is a boy
	Ravi's father Raj	is an engineer.
	Ravi, the best boy of this class	passed in the examination this year

The subject of a sentence usually comes first but, occasionally it is put after the predicate, as in : Here comes the bus. Here the bus is the subject, and here comes the predicate.



In both the languages, subject is there.

So, in assertive sentence, the pattern is like this

Hindi – Subject + Enlargement + Verb

English – Subject + Verb + Enlargement

Agreement between Subject and Verb:

मैं खेलता / खेलती हूँ।	I play
हम खेलते / खेलती हैं।	We play
तुम खेलते / खेलती हो।	You play
वह खेलता / खेलती है।	He / She plays
वे खेलते / खेलती हैं।	They play
लड़के खेलते हैं।	Boys play

हिन्दी वाक्यों में क्रिया खेलना के अलग-अलग रूप – खेलता हूँ, खेलती हूँ, खेलते हैं, खेलती हो का प्रयोग हुआ है। यह रूप कर्त्ता के वचन (Number), पुरुष (Person) और लिंग (Gender) के अनुसार हैं।

अतः यह स्पष्ट है कि हिन्दी वाक्यों में पूर्ण क्रिया कर्त्ता के वचन, पुरुष और लिंग के अनुसार होती है।

अंग्रेज़ी वाक्यों में भी ऐसा होता है, परन्तु कर्त्ता के लिंग का क्रिया पर कोई प्रभाव नहीं पड़ता।

अंग्रेज़ी में क्रिया (Verb) का मूलरूप बहुवचन (Plural) होता है। इस मूल रूप के साथ s/es लगाकर क्रिया (Verb) की एकवचन (Singular) बनाया जाता है। याद रहे कि Nouns को Plural बनाते समय ‘- s’ लगाया जाता है परन्तु Verb को Singular बनाते समय -s/es लगाया जाता है।

Use of Be (is, am, are, was, were)

Present Tense: is, am, are

Past Tense: was, were

यदि वाक्य में है / हैं / हूँ / था और थे के अतिरिक्त कोई अन्य क्रिया न हो तो is / are / am / was / were का प्रयोग होता है।

Affirmative	Negative	Interrogative
I am / was	I am not / was not	Am I / Was I
We are / were	We are not / were not	Are we / Were we
He (she, it) is / was	He (she, it) is not / was not	Is he (she, it) / Was he

Model Sentences

1. वह बड़ी प्यासी थी। She was very thirsty.
2. हम अच्छे विद्यार्थी हैं। We are good students.
3. तुम अच्छे मित्र नहीं हो। You are not a good friend.

Exercise

Translate into English:

1. मनुष्य नाशवान है।
2. मैं पढ़ाई में कमजोर हूँ।
3. दशरथ राम का पिता था।

Use of Introductory -There and It

There- 'There' has two meanings. Its first meaning is an adverb of place.

Ex – The book is there.

'There' is used as the subject of a sentence when otherwise the sentence wouldn't have a clear subject. Ex – There's a book on the table.

We usually use 'there' as a dummy subject, with a noun or a noun phrase and the verb 'be'.

Present Tense – There is / are

Past Tense – There was / were

Model Sentences

- | | | |
|----|-------------------------------|------------------------------------|
| 1. | मेरे गाँव में एक शेर था। | There was a lion in my village. |
| 2. | घड़े में पानी नहीं है। | There is no water in the pitcher. |
| 3. | उसके बचने की कोई आशा नहीं थी। | There was no hope of her survival. |

It

In sentences where the use of weather, season, time, or situations is mentioned, in English the translation will start from 'it'. 'It' has no meaning.

Model Sentences

- | | | |
|----|--------------------------|--------------------------|
| 1. | आज बहुत ठण्ड है। | It is very cold today. |
| 2. | वहाँ बहुत गर्मी होती है। | It is very hot there. |
| 3. | कल बादल छाए हुए थे। | It was cloudy yesterday. |

Exercise – Translate into English:

- मेरे घर के पास एक पेड़ है।
- बूदाबांदी हो रही थी।
- आज हवा बंद है।

Use of have / has / had

☐ Like be, have can also be used in two ways. (i) as the main verb, and (ii) as an auxiliary to make other tenses. When used as the main verb, it expresses possession.

“I have a pen but I do not have any paper”, said Mona. Then she turned to Anurag,
“Do you have any paper?”

Present Tense

I / We / You / They – have

He / she / it / name – has

Questions can be formed in two ways

- ☐ Have you (got) any pen?
Do you have any pen?
- ☐ Has she (got) some money to spare?
Does she have some money to spare?

Past Tense – had

- ☐ Had they a holiday yesterday?

Model Sentences

- | | |
|---------------------------------|--------------------------------------|
| 1. उसको सिरदर्द है। | He (she) has a headache. |
| 2. क्या उन्हें कल छुट्टी थी। | Had they a holiday yesterday? |
| 3. मेरे दो भाई और दो बहनें हैं। | I have two brothers and two sisters. |

Exercise 3

- मेरा उस पर कोई प्रभाव नहीं है।
- राम की जेब में एक सेब है।
- उस कमरे में कितनी खिड़कियाँ हैं।

Imperative Sentences

Each imperative sentence starts with a verb in its first (basic) form. Imperative sentences express orders, advice, requests and proposals generally. In Negative sentence, **don't** is used in the starting.

Model Sentences

- | | |
|--------------------------|--------------------|
| 1. लैम्प जलाओ। | Light the lamp. |
| 2. बुरी संगत से बचो। | Avoid bad company. |
| 3. ईश्वर पर विश्वास रखो। | Trust in God. |

Use of Auxiliaries

An auxiliary verb is one that helps the main verb of a sentence to form its tense, mood or voice, etc.

Common auxiliary Verbs

be, have, do, can, may, must, shall, will, ought, dare, need, used.

Out of these, shall, will, may, can, must, ought, dare and need are called defective verbs because they cannot be used in all the moods and tenses.

May can be used

- ☐ To ask for permission.
- ☐ To express a possibility.
- ☐ To express a wish.

Ex - She may come today.

May you live long!

May I take your pen?

Can – is used

- ☐ To express ability.

Could – is used

- ☐ is now used to make a request

Ex - Could you help me with money?

I can solve this sum.

Must – has no second or third form.

Must is used –

- ☐ To express an obligation.
- ☐ To express a strong belief.
- ☐ To express a moral duty.

Ex - She must win an award.

We must keep our promises.

Should, Ought to

Should express duty, condition.

Ought to express moral obligation.

Ex – We should live within our means.

Should I be late, you would wait for me.

After lest

Ex – Work hard lest you should fail the test.

Used: is used in the past tense only as an auxiliary verb to express a past habit. It is followed by to: Ex – I used to drink but now I don't.

Dare – has its forms – dared, dared. It is used as an auxiliary verb in the present and the past tense only.

Dare is used

☐ To express courage.

☐ To express anger.

☐ To express a possibility.

Need – has its forms – needed, needed, but as an auxiliary verb, it is used in present tense only.

Need is used to express a necessity in interrogative and negative sentences:

Ex – He need not go there.

Need she come on Sunday?

Exercise

1. बच्चों को अपने माँ बाप की आज्ञा माननी चाहिए।
2. उसे मेरे घर आने का साहस नहीं।
3. वह पहले एक स्कूल अध्यापक हुआ करता था।
4. काश! कि मैं अमीर होता।

Use of Have to and is to

Have (Has, Had) to

Have to, is used for necessity and obligation. It is used to express a little bit of compulsion.

Present Tense – Has / Have + to infinitive

Past Tense – Had + to infinite

Future Tense – Shall / Will have + to infinitive

Model Sentences

- | | | |
|----|-------------------------------|---------------------------------|
| 1. | तुम्हें इसे फिर पढ़ना पड़ेगा। | You will have to read it again. |
| 2. | उसे कपड़े धोने पड़ते हैं। | She has to wash the clothes. |

Is, (Are, Am) + to – is used to express orders and plan.

Model Sentences

- | | | |
|----|------------------------------|----------------------------------|
| 1. | उसका विवाह अगले माह होना है। | She is to be married next month. |
| 2. | उसे कल जाना था। | He was to go yesterday. |

Exercise

1. उन्हें मुझे कल मिलना है।
2. तुम्हें यह कार्य करना है।
3. मुझे रोज़ बहुत पैदल चलना पड़ता है।

Use of Causative Verbs

The translation of causative verbs (प्रेरणार्थक क्रियाओं) can be done by adding have / get or make.

Sentence structure can be seen here according to the tense.

1. Subject + get / have + object + IIIrd form.
2. Subject + make (according to the tense) + object + Ist

Model Sentences

- मैंने उससे दस रुपये दिलवाये। I made him pay ten rupees.
- दवाई ने उसे सुला दिया। The medicine made him sleep.
- उसने फाटक हटवा दिया। He got / had the gate removed.

Exercise

1. कल तक अपना नाम लिखवा लो।
2. उसने बाल कटवा लिए हैं।
3. मैंने 20 पेड़ लगवाए।

Exclamatory and Optative Sentences:

- Exclamatory Sentences express feelings, happiness and surprise.
- Optative sentences express desires. Mark of exclamation (!) are used.

Model Sentences

1. कितना सुन्दर भवन है! What a beautiful building!
2. ईश्वर तुम्हें पुत्र दे! May God bless you with a son!
3. काश! मैं तुम्हें मिल सकता। Would that I could see you.
4. हे ईश्वर! मेरी रक्षा करो। O God! Save me.

Exercise

1. कल कितनी गर्मी थी!
2. वह कैसा मूर्ख रहा!
3. काश! मेरे पंख होते।

Conditional Sentences

A conditional sentence expresses some condition in the conditional or the subordinate clause.

Three main types

1. If you ask him, he will go.
 (a) (b)
2. If you heat water, it boils.
 (a) (b)
3. If you had asked him, he would have gone.
 (a) (b)

Part 'a' of each sentence beginning with 'if' is called a 'conditional clause' or an 'if clause'.

Part 'b' of each sentence is called the main clause.

1. **Open Present Condition** – If you ask him, he will go.

The verb in the 'if clause' is in the present simple (ask) and in the future simple (will go) in the main clause. The condition stated in the 'if clause' relates to a future event that may or may not take place.

2. **Improbable or Imaginary Condition** – If you asked him, he would go.

The conditional clause in the first sentence represents what is possible. It relates to a future event.

If I won a lottery, I would give up working – The second sentence represents what is hypothetical or imaginary. **Page 3 – Half Part**

3. – **Impossible Condition**

If you had asked him, he would have gone.

The sentence refers only to past events. Therefore, the condition cannot be fulfilled. The verb in the if clause is in the past perfect tense to indicate partial unreality.

"You did not ask him, so he did not go."

Rewrite the following sentences using an 'if' construction, as shown in the examples:

1. Drive too fast and you will get killed.
 If you drive too fast, you will get killed.
2. We got a taxi, so we reached the station in time.

If we had not got a taxi, we would not have reached the station in time.

Practice Exercise:

1. I didn't know your number, so I didn't ring.
2. He never shaves. That is why he looks dirty.
3. Listen to me carefully and I will explain.
4. Invest in that business and you will be a millionaire soon.
5. It was raining, so I didn't take the children with me.

Some Typical Sentences

- | | |
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| 1. वह फूट-फूट कर रोने लगी। | She began to weep bitterly. |
| 2. उसका चिल्लाते-चिल्लाते गला बैठ गया। | He cried himself hoarse. |
| 3. उसने मुझे वोट दिया। | He voted for me. |
| 4. वह पक्का निशानेबाज़ है। | He is a dead shot. |
| 5. अब मुझे आज्ञा दो। | Let me take leave of you now. |
| 6. वह बहुत बनता है। | He assumes airs. |
| 7. उसने पेट भर भोजन किया। | He took to his fill. |
| 8. यह सौदा बड़ा महंगा रहा। | It cost us dear. |
| 9. मैं हंसे बिना न रह सका। | I could not help laughing. |
| 10. उसने तो अपना उल्लू सीधा कर लिया। | He has to serve his own needs. |
| 11. डॉक्टर ने मेरी नब्ज़ देखी। | The doctor felt my pulse. |
| 12. उसे आपकी बातें चुभ गईं। | Your words cut him to the quick. |
| 13. खाना परोस दो। | Lay the table. |
| 14. बिस्तर बिछा दो। | Make the bed. |
| 15. सवा तीन बजे हैं। | It is quarter past three. |

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| 16. वर्षा होती नज़र आती है। | It looks like rain. |
| 17. मरे को क्या मारना। | It is no use flogging the dead. |
| 18. यह बर्दाश्त से बाहर है। | It is more than one can stand. |
| 19. जैसी तुम्हारी मर्जी। | As you please. |
| 20. तुम बड़े पेटू हो। | You are a glutton. |
| 21. इस डिब्बे में स्थान नहीं है। | There is no room in this compartment. |
| 22. उन्होंने यह अफवाह उड़ा दी। | They set this rumour afloat. |
| 23. स्याही से लिखो। | Write in ink. |
| 24. अगली डाक कब निकलेगी? | When is the next clearance due? |
| 25. वह खून का घूंट पीकर रह गया। | He pocketed the insult. |

Verbs

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| 1. ऊँट के मुँह में जीरा। | A drop in the ocean. |
| 2. जो गरजते हैं वो बरसते नहीं। | Barking dogs seldom bite. |
| 3. भैंस के आगे बीन बजाना। | Crying in wilderness. |
| 4. लोहे से लोहा कटता है। | Diamond cuts diamond. |
| 5. थोथा चना बाजे घना। | An empty vessel makes much noise. |
| 6. नौ नगद न तेरह उधार। | A bird in hand is worth two in the bush. |
| 7. नेकी कर दरिया में डाल। | Do good and cost it into the river. |
| 8. जैसा आया वैसा गया। | Evil gotten evil spent. |
| 9. एक हाथ से ताली नहीं बजती। | It takes two to make a quarrel. |
| 10. बहती गंगा में हाथ धोना। | Make hay while the sun shines. |

11.	मुसीबत अकेले नहीं आती।	Measure for measure.
12.	गरीबी झगड़े की जड़ है।	Poverty breeds strife.
13.	बूंद-बूंद करके घड़ा भरता है।	Many a little makes a mickle.
14.	बिना सेवा मेवा नहीं मिलती।	No pains, no gains.
15.	आप सुखी तो सब सुखी।	He, that is warm, all are so.
16.	लक्ष्मी चंचला होता है।	Riches have wings.
17.	बन्दर क्या जाने अदरक का स्वाद।	To cast pearls before swine.
18.	जैसे को तैसा।	Tit for tat.
19.	बुरी संगत से अकेला भला। company.	Better alone than in a bad
20.	एक चुप सौ सुख।	No wisdom like silence.
21.	तिल का ताड़ बनाना। hill.	to make a mountain of a mole
22.	जब तक सांस तब तक आस।	Hope sustains life.
23.	आँख ओझल, पहाड़ ओझल।	Out of sight, out of mind.
24.	चोरी का गुड़ मीठा होता है।	Forbidden fruit are sweet.
25.	भगवान की माया, कहीं धूप कहीं छाया। life.	Change of fortune is the loss of
26.	खोदा पहाड़ निकला चूहा।	Much ads about nothing.
27.	लोगों की वाणी, ईश्वर वाणी। of	Voice of the people is the voice God.
28.	लातों के भूत बातों से नहीं मानते।	Rod is the logic of foods.
29.	बीता हुआ समय हाथ नहीं आता।	Time once passed can never be recalled.

30. परमात्मा देता है तो छप्पर फाड़ के देता है। When God wills all winds bring rain.

A short revision about Tenses

Tense

There are three main tenses in English:

1. The Present Tense

Tom works hard.

2. The Past Tense

Tom worked hard.

3. The Future Tense

Tom will work hard.

Examine the following:

Present Tense

I Love you.

I am loving.

I have loved.

I have been loving.

In sentence the verb love simply expresses the action done in the present time without indicating the state of action in sentence 2 the verb am loving shows that the action is still going on the action is incomplete Present Continuous Tense

The verb has loved shows that action is complete finished or perfect Present Perfect Tense

The verb has been loving shows that the action is going on continuously up to the present time

A

Simple Past - I loved.

Past Continuous - I was loving.

Past Perfect Tense - I had loved.

Past Perfect Continuous Tense - I had been loving.

(B)

Simple Future Tense - I shall love.

Future Continuous Tense - I shall be loving.

Future Perfect Tense - I shall have loved.

Future Perfect Continuous Tense - I shall have been loving.

Exercise

Choose the correct verb from those in brackets to fill up each blank:

- 1 She _____ to Delhi yesterday (has gone, went, had gone).
- 2 I _____ a lot of work today (did, have done, had done).
- 3 He _____ out half an hour ago (had gone, has gone, went).
- 4 I shall telephone you when she _____ black (comes, will come, come).
- 5 She _____ born in 1980 (was, had been, has been).
- 6 She is always _____ (grumbled, grumble, grumbling).
- 7 Stephenson _____ the steam engine (had invented, invented, has invented).
- 8 I _____ a letter to her last Monday (have written, had written, wrote).
- 9 The baby _____ all morning (cries, is crying, has been crying).
- 10 I _____ in Calcutta since 1970 (lived, have lived, had liv

Passages for Practice from English to Hindi

EXERCISE-1

It is general/common conviction that whatever God does, always does right. But if we look fearlessly at the picture of the world, it is very difficult to believe it. Criminals, drunkards and cruel people are flourishing in life. On the other hand, (whereas), religious, truthful and dutiful people are passing life in humiliation and poverty. This is the reason why corruption is spreading fast and moral values are declining. For this hopeless situation, it is not God but the rulers of the country should be held responsible.

(यह एक आम धारणा है कि भगवान जो भी करता है, ठीक करता है। परन्तु यदि हम निर्भीक रूप से दुनिया की तस्वीर को देखें तो इस पर विश्वास करना मुश्किल हो जाता है। अपराधी, शराबी और निर्दयी व्यक्ति जीवन में फल-फूल रहे हैं। दूसरी तरफ धार्मिक, सच्चे और कर्तव्य परायण व्यक्ति अपमानजनक और गरीबी का जीवन बिता रहे हैं। यह कारण है कि भ्रष्टाचार तेजी से फैल रहा है और नैतिक मूल्यों का ह्रास हो रहा है। इस निराशाजनक स्थिति के लिए भगवान को सही, देश पर राज करने वाले व्यक्तियों को जिम्मेवार माना जाना चाहिए।)

EXERCISE-2

The student should keep before them the ideal of simple living and high thinking. Only high thoughts can take us towards progress. We have to work hard for the fulfilment of high thoughts. Those who cannot work hard, cannot succeed in life. Hard work, simple living and high thoughts have a lot of importance in man's life. Those who do not realise this truth remain miserable all their life. Man's real happiness is placed in satisfaction. The man who lives dissatisfied becomes a slave to his desires. The man who performs his duty always lives peacefully.

(विद्यार्थियों को चाहिए कि वह अपने सामने सादा जीवन व उच्च विचार का आदर्श रखें। उच्च विचार ही हमें उन्नति की ओर ले जा सकते हैं। उच्च विचारों की पूर्ति के लिए हमें परिश्रम करना पड़ता है। जो लोग परिश्रम नहीं कर सकते वे जीवन में सफल नहीं हो सकते। परिश्रम, सादा जीवन व उच्च विचार मनुष्य के जीवन में बहुत महत्व रखते हैं। जो लोग इस सत्य को नहीं समझते थे वे जीवन भर कष्ट में रहते हैं। मनुष्य का वास्तविक सुख संतोष में निहित है।)

EXERCISE-3

There are many social evils prevalent in our country, but the worst of them is the dowry system. The rich can easily give dowry, but the poor have to face great difficulties in order to

give dowry. They have to borrow money which they cannot repay all their lives. The rich purchase good grooms by offering rich dowry, but the poor have to face great difficulty in finding good grooms. This system leads to the ruin of a number of families. The need of the hour is that this evil system should be rooted out. The younger generation should take the lead in this direction.

(हमारे देश में बहुत-सी सामाजिक बुराइयाँ हैं, परन्तु सबसे बुरी दहेज की प्रथा है। धनवान लोग तो दहेज आसानी से दे सकते हैं, परन्तु गरीब लोगों को बड़ी कठिनाई का सामना करना पड़ता है। वे धन उधार लेते हैं जिसे वे उम्र भर चुका नहीं सकते। धनवान लोग तो दहेज का लालच देकर अच्छा वर खरीद लेते हैं, परन्तु निर्धन लोगों के लिए अच्छा वर ढूँढना कठिन हो जाता है। इस प्रथा से कई परिवार बरबाद हो जाते हैं। आवश्यकता इस बात की है कि इस बुरी प्रथा को समाप्त किया जाए। युवा पीढ़ी को इस दिशा में पहल करनी चाहिए।)

EXERCISE-4

India has made appreciable progress in every field after the Independence, but we are lagging behind in the field of games. We had monopoly in hockey before the Independence. The Olympic gold medal too was considered our inheritance, but at present there are only a few players and games are such on which we can feel proud. Why it is so? Do we have lack of talents? Is it the defect of our administration or sports policy? So far as the talents are concerned, we still have them, but all sorts of facilities are not provided to those talents.

(स्वतंत्रता के बाद भारतवर्ष ने प्रत्येक क्षेत्र में सराहनीय प्रगति की है, परन्तु हम खेल के मैदान में पिछड़ते चले जा रहे हैं। स्वतंत्रता के पूर्व विश्व भर में हमारी हॉकी की धाक थी। ओलम्पिक स्वर्ण पदक भी हमारी धरोहर समझा जाता था, परन्तु वर्तमान में दो-चार खिलाड़ी व खेल ही ऐसे हैं, जिन पर हम गर्व कर सकते हैं। ऐसा क्यों है? क्या हमारे पास प्रतिभाओं का अकाल पड़ गया है? क्या दोष हमारी व्यवस्था या खेल नीति का है? जहाँ तक प्रतिभाओं का प्रश्न है, वे अभी भी हमारे पास भरपूर हैं, परन्तु उन प्रतिभाओं को सभी सुविधाएं उपलब्ध नहीं हैं।)

EXERCISE-5

There is no doubt that to earn money is very difficult. Some people do earn money, but they do not spend it rightly. When they have money, they live like princes. But later on, their condition becomes pitiable. They have to borrow money from their friends and other. Only then they realize the real importance of money. It is therefore, essential that everyone should spend less than their income. We can deposit our money anywhere in a post – office, so that we may withdraw it, when needed. In this way our money can be safe.

(इसमें कोई संदेह नहीं है कि धन कमाना एक बहुत कठिन काम है। कुछ लोग धन तो कमा लेते हैं परन्तु उसे ठीक तरह से खर्च नहीं करते। जब उनके पास पैसा होता है तो वे राजकुमारों की तरह रहते हैं। परन्तु बाद में उनकी दशा शोचनीय हो जाती है। उन्हें मित्रों और दूसरों से पैसे उधार लेने पड़ते हैं। उस समय वे रुपए के असली महत्व को समझ पाते हैं। इसलिए यह आवश्यक है कि प्रत्येक व्यक्ति अपनी आय से कम खर्च करे। हम चाहे कहीं भी, डाकघर या बैंक में, रुपया जमा कर सकते हैं ताकि जरूरत पड़ने पर पैस निकलवा सकें। इस तरह हमारा धन सुरक्षित रह सकता है।)

EXERCISE-6

Science has made great progress in the twentieth century. It has great effect on the daily life of man. It will not be wrong to say that science has become an essential part of our life. No sphere of man's life is free from its effect. Science has conquered over time and place. No doubt, science has provided us many facilities and has made our life happier, but at the same time it has increased human sufferings. That is why science is called both the friend and foe of mankind.

(बीसवीं शताब्दी में विज्ञान ने बहुत उन्नति की है। इसने मनुष्य के दैनिक जीवन पर बहुत प्रभाव डाला है। यह कहना गलत न होगा कि विज्ञान हमारे जीवन का आवश्यक अंग बन गया है। मानव जीवन का कोई भी क्षेत्र इसके प्रभाव से मुक्त नहीं है। विज्ञान ने समय और दूरी पर विजय प्राप्त कर ली है। निःसन्देह विज्ञान ने हमें अनेक सुविधाएँ प्रदान की है और हमारे जीवन को अधिक सुखी बना दिया है, परन्तु साथ ही इसने मानवीय कष्टों को बढ़ाया है। इसलिए विज्ञान को मनुष्य का मित्र और शत्रु दोनों कहा जाता है।)

EXERCISE-7

Childhood is best part of man's life. It is time of innocence. There is no feeling of good or bad during this stage. A child considers all his own and loves all. Its smile is for everyone. He is like an angel. But as he grows older, his spirit turns impure. The evils of the world start leaving their effect on his pure mind or conscience. Man's childhood can not come back even if he desires it.

(बचपन की अवस्था मनुष्य के जीवन का सबसे उत्तम भाग है। यह मासूमियत का समय होता है। इस अवस्था में भले-बुरे का भेदभाव नहीं होता। बच्चा सभी को अपना समझता है और सभी से प्यार करता है। उसकी मुस्कान सभी के लिए होती है। वह एक फरिश्ते की भाँति होता है। पर ज्यों-ज्यों उसकी आयु बढ़ती है उसकी आत्मा अपवित्र होती जाती है। संसार की बुराइयाँ उसके निर्मल मन पर प्रभाव छोड़ने लगती है। चाहने पर भी मनुष्य का बचपन लौट कर नहीं आता।)

EXERCISE-8

Freedom of thought is the most important. To follow this principal is not as easy as it appears, because every man this freedom for himself but he is not ready to give this right to those who believe in different faiths. People particularly lose tolerance on religious and political matters. But if we do not give right to have different opinions or faiths or if we compel them to accept our belief, the path of progress will be close.

(विचारों की स्वतंत्रता सबसे महत्वपूर्ण होती है। इस सिद्धान्त का पालन उतना आसान नहीं है जितना प्रतीत होता है, क्योंकि प्रत्येक व्यक्ति स्वयं तो यह आजादी चाहता है परन्तु अपने से भिन्न मत वालों को यह अधिकार देने को तैयार नहीं है। विशेषतः धार्मिक और राजनीतिक मतभेद पर लोग सहनशीलता खो बैठते हैं। परन्तु यदि हम दूसरे लोगों को भिन्न मत रखने का अधिकार न दें या उन्हें अपना मत स्वीकार करने पर बाध्य करें तो उन्नति का मार्ग बन्द हो जायेगा।)

EXERCISE-9

Television has become an essential part our daily life. We can see films, see games and visit other countries, sitting at home. When we feel sad, it entertains us. We can learn a lot through it. But it is a matter of sorrow that some students waste their invaluable time on it and stop taking interest in studies.

(टेलीविजन हमारे जीवन का एक विशेष अंग बन गया है। घर बैठे ही हम फिल्म देख सकते हैं, खेल देख सकते हैं और दूसरे देशों की सैर कर सकते हैं। जब हम उदास होते हैं तो यह हमारा दिल बहलाता है। इसके द्वारा हम बहुत कुछ सीख सकते हैं। परन्तु यह दुःख की बात है कि कुछ विद्यार्थी अपना बहुमूल्य समय इस पर नष्ट कर देते हैं और पढ़ाई में रुचि लेना बंद कर देते हैं।)

EXERCISE-10

We are not the citizens of insignificant country. We are proud of our mother and our nation, our culture and our customs. But we should not forget many of our weakness and mistakes. It has been Indian's ideal to respect other cultures and absorb them since ancient times. Today it has become all the more essential because we are proceeding towards that future world in which national culture with mix into international culture. We will remain true Indians and at the same time we shall become good citizens of the world.

(हम किसी मामूली देश के नागरिक नहीं हैं। हमें अपनी जन्मभूमि, अपने राष्ट्र, अपनी संस्कृति और परम्पराओं पर गर्व है परन्तु हमें अपनी बहुत सी दुर्बलताओं और त्रुटियों को भी नहीं भूलना चाहिये। प्राचीन समय से दूसरी संस्कृतियों का स्वागत करना और उन्हें अपने में समा लेना भारत का आदर्श रहा

है। आज तो यह भी आवश्यक है, क्योंकि हम उस भावी संसार की ओर बढ़ रहे हैं जिसमें राष्ट्रीय संस्कृतियाँ अन्तर्राष्ट्रीय संस्कृति में मिल जायेगी। हम सच्चे भारतीय तो रहेंगे ही और साथ ही अच्छे विश्व नागरिक भी बन जायेंगे।)

EXERCISE-11

Books are also a wonderful blessing. When the clouds of sorrows and sufferings darken our life, they console us with sweet voice like a friend. When our friends and relatives leave is due to our misfortune, these support us and increase our enthusiasm. They teach us to get over our difficulties with courage and determination. Books are the essence of man's wisdom and experience. But all the books are not good. Therefore, we should close them wisely and thoughtfully.

(पुस्तकें भी एक विचित्र वरदान है। जब दुःख और कष्ट के बादल हमारे जीवन को अन्धकारमय बना देते हैं तो वे । साथ देती हैं तथा हमारा उत्साह बढ़ाती हैं। साहस और दृढ़ता से कठिनाइयों का काबू पाने की शिक्षा देती हैं। ये मनुष्य की बुद्धिमत् एवं अनुभव का निचोड़ हैं परन्तु सभी पुस्तकें अच्छी नहीं होती। इसलिए पुस्तकों के सुनने में बुद्धिमत्ता और सोच विचार में क लेना चाहिए।)

EXERCISE-12

I am fond of learning new languages. I have acquired this hobby it from my parents. I do not waste my time. In spare time I turn over the pages of dictionary, but the dictionary does not teach a new language. It is not possible to learn the right use of language only through books. For it, conversation in that language is essential.

(मुझे नयी भाषाएं सीखने का शौक है। यह मैंने अपना माता-पिता से ग्रहण किया है। मैं नयी भाषाएं सीखना चाहता हूँ।। अपना समय व्यर्थ नहीं खोता। मैं खाली समय में शब्दकोश के पन्ने पलटता हूँ। किन्तु शब्दकोश नयी भाषा नहीं सिखाता। भाषा का ठीक प्रयोग केवल पुस्तकों से सीखना संभव नहीं है। इसके लिए तो उस भाषा से वार्तालाप करना आवश्यक है।)

EXERCISE-13

Student life is an important period in man's life. If we make a proper use of this time, we meet with comfort in the years to come. Most of the students do not take interest in acquiring education. Such students have to repent afterwards. Those students who understand the value of life, take interest in studies from the very beginning. Good students try to grasp every thing. On the contrary, weaker students feel pain in understanding a certain thing. This is the main difference between the good students and the weaker ones. If the weaker students, With

a little courage start reading with concentration at school and home, they may certainly become good students.

(विद्यार्थी जीवन मनुष्य के जीवन का महत्वपूर्ण समय है। इस समय का यदि हम सदुपयोग करते हैं तो आगे जीवन में सुख प्राप्त करते हैं। बहुत से विद्यार्थी शिक्षा प्राप्त करने में रुचि नहीं रखते हैं। आगे चलकर ऐसे विद्यार्थियों को पश्चाताप करना पड़ता है। जो विद्यार्थी जीवन के मूल्य को समझते हैं वे शुरू से ही अध्ययन में दिलचस्पी लेते हैं। अच्छे विद्यार्थी हरेक चीज को समझने की कोशिश करते हैं। इसके विपरीत कमजोर विद्यार्थी किसी वस्तु को समझने में पीड़ा अनुभव करते हैं। यही अच्छे और कमजोर विद्यार्थियों में मुख्य भेद होता है। यदि कमजोर विद्यार्थी कुछ साहस करके स्कूल में और घर पर एकाग्रता से पढ़ना शुरू कर दें तो वे भी अवश्य ही इच्छे विद्यार्थी बन सकते हैं।)

EXERCISE-14

Gandhiji had a sharp sense of time and duty. It is said that once, he asked his grandson what the time was. It was one minute to five. But the grandson replied "5 o'clock". Gandhiji glanced at the watch and found that there was yet one minute to five. He rebuked his grandson and told him that there was no use of keeping a watch so long as one had no sense of, time. If all the forty crores of people of India wasted a minute a day, it amounted to colossal waste of time. Even a minute was precious and a poor country like India could not afford such a waste. Hearing this his grandson felt ashamed and promised to develop a sense of time in future.

(गाँधी जी को समय और कर्तव्य का बहुत ध्यान था। यह कहा जाता है कि एक बार उन्होंने अपने पोते से पूछा कि समय क्या है? उस वक्त पाँच बजने में एक मिनट था। परन्तु पोते ने उत्तर दिया “पाँच बजे”। गाँधी जी ने अपनी घड़ी में देखा कि अभी पाँच बजने में एक मिनट है। उन्होंने पोते को झिड़का और उसे कहा कि जब एक व्यक्ति को समय का ज्ञान नहीं तो घड़ी रखने का क्या लाभ? यदि भारत के 40 करोड़ लोग एक दिन में एक मिनट व्यर्थ गँवाते तो यह एक बड़ी संख्या में समय व्यर्थ जाता। एक-एक मिनट भी कीमती है और भारत जैसा निर्धन देश इतना समय व्यर्थ गँवाना सह नहीं सकता। यह सुनकर उनका पोता बहुत शर्मिन्दा हुआ और भविष्य में समय के ज्ञान को विकसित करने का वचन दिया।)

EXERCISE-15

How sweet the word 'home' is! The men dwelling in it develop some particular kind of attachment to it. If you go out for some days, you cannot help feeling home sick. When a man tired of day's labour reaches home, he forgets all fatigue. A good home is that where all the

members of the family love one another. On the other hand, if there is always a quarrel in a family, no body would be happy.

(घर कितना प्यारा शब्द है। इसमें रहने वालों का इससे एक विशेष प्रकार का लगाव हो जाता है। यदि आप कुछ दिनों के लिए कहीं बाहर चले जायें तो आपको अपने घर की याद आए बिना नहीं रह सकती। दिन भर का थका व्यक्ति जब शाम को घर पहुँचता है तो वह अपनी थकावट भूल जाता है। एक अच्छा घर वह होता है जिसमें परिवार के सभी लोग प्यार से रहते हैं। दूसरी ओर यदि किसी घर में सदा झगड़ा ही रहता है तो वहाँ कोई भी खुश नहीं रह सकता।)

Passages For Practice from Hindi to English

EXERCISE-16

(एक दिन मैं अपने पति और छः वर्षीय पुत्री सुनन्दा के साथ घूमने निकली। सड़क पर तरह-तरह की खाने की चीजें बिक रही थीं। जो चीज दिखलाई पड़ती, सुनन्दा उसी को खरीदने की जिद करती। पतिदेव यह कह कर टाल देते कि इससे खाँसी हो जाती है, यह खट्टी है, वह सड़ी है अर्थात् जो चीज वह माँगती, उसे टाल देते। थोड़ी दूर आगे चलकर उन्हें सिगरेट की आवश्यकता पड़ी। एक दुकान पर जाकर पैकट खरीदा और सुलगा कर चल पड़े। यकायक सुनन्दा बोली, “पापा, और चीजें तो नुकसान करेंगी, सिगरेट तो नुकसान नहीं करती। मुझे सिगरेट ही ला दो।”)

One day, I went out for a walk accompanied with my husband and six-year old daughter, Sunanda. Many kinds of eatable things were selling on the road. Sunanda insisted on buying whatever would put her off by saying that it cause cough and cold and that it was sour and theat was rotten. That is to say, he put her off whatever she asked for. Moving ahead little, he felt the need of a cigarette. He went to a shop, bought a packet, lighted a cigarette and proceeded. All of a sudden Sunanda said, “Papa, all other things will be harmful. A cigarette won’t do harm. So get me a cigarette.”

EXERCISE-17

(एक बूढ़ा लकड़हारा था। वह जंगल से लकड़ी लाने के लिए जाता था। एक दिन उसने लकड़ियाँ काटी। लकड़ी का गट्टा सिर पर रखा और घर की ओर चल दिया। रास्ते में बहुत थक गया। भूखा प्यासा भी था। लकड़ियाँ नीचे रख दीं और बैठ गया। कहने लगा कि मैं कितना गरीब और अभागा हूँ। ऐसे जीवन का क्या लाभ? इससे तो मौत भी अच्छी। पर मौत आती नहीं। इतने में एक आदमी उधर आ गया। लकड़हारे ने पूछा कि आप कौन हैं? उस आदमी ने उत्तर दिया कि मैं मौत हूँ। तुमने मुझे बुलाया था। कहिये क्या सेवा करूँ? बूढ़ा बोला कि भाई यह लकड़ी का बोझा मेरे सिर पर रखवा दो।)

There was an old wood-cutter. He used to go to forest to collect firewood. One day he collected some firewood. He placed a bundle of firewood on his head and set out for home. He felt tired on the way. He was hungry and thirsty also. He placed the bundle of firewood on the ground and sat down. He said, "How poor and unfortunate I am! What is the use of such a life? Even death is better than this miserable life. But death too, does not come to me". In the mean-time a man came there. The wood- cutter said to him, "Who are you?" The man replied, "I am Death. You had called me. Please let me know what service I should do for you." The old man said to him, "Kindly help me put this bundle of firewood on my head".

EXERCISE-18

(भविष्य हमारी और देख रहा है। हम एक महान देश के नागरिक हैं। हमें तीव्र गति से आगे बढ़ना है और अपने उच्च आदर्शों का पालन करना है। हम चाहे जिस धर्म के अनुयायी हों, हम सब भारत माता की सन्तान हैं और हम सबके समान अधिकार तथा उत्तरदायित्व हैं। हमें संकीर्ण विचारों वाले नहीं होना चाहिए, क्योंकि जिस राष्ट्र के लोग संकीर्ण विचारों के होंगे, वह राष्ट्र महान् राष्ट्र बन सकता है।)

The future is looking towards us. We are citizens of a great country. We have to make a speedy progress and follow our high ideals. Whatever be our faith, we all are children of mother India and we all have equal rights and responsibilities. We should not be narrow-minded, for a nation whose people are narrow-minded can never become a great nation.

EXERCISE-19

(हमारा शरीर एक मशीन के समान है। यदि किसी मशीन के पुरजे में दोष पड़ जाये तो वह ठीक कार्य नहीं करती। ठीक यह अवस्था हमारे शरीर की है। यदि हमारे शरीर के किसी अंग में दोष पड़ जाए तो हमारी निरोगता बिगड़ जाती है और हम बीमार पड़ जाते हैं। बीमार शरीर वाला मनुष्य जीवन का आनन्द नहीं ले सकता, न ही वह अच्छा नागरिक सिद्ध हो सकता है। इसलिए कहते हैं कि निरोग शरीर में ही निरोग मन का निवास होता है।)

Our body is like a machine. If any part of a machine is out of order, the machine does not work properly. Same is the case with our body. If any part of our body is ailing, our health is impaired and we fall rick. A sick person cannot get the joy of life, nor can he prove himself a good citizen. That is why it is said that a healthy mind dwells in a healthy body.

EXERCISE-20

(ताजमहल संसार में सबसे सुन्दर स्मृति-चिह्न है। इसकी गणना संसार के सात महान आश्चर्यों में की जाती है। भारत वर्ष में कई मन्दिर, मस्जिदें और ऐतिहासिक स्मृति-चिह्न हैं। परन्तु सुन्दरता और वैभव

में यह सबको पीछे छोड़ जाता है। ताजमहल एक सुन्दर बाग में स्थित है। इसका प्रवेश द्वार बहुत ही मनोहर है और लाल रंग के रेतीले पत्थर से बना हुआ है। द्वार की दीवार पर कुरान की सूक्तियाँ खुदी हुई हैं। उसके आगे एक सुन्दर बाग है, जो द्वार से ताजमहल तक बना हुआ है। मार्ग के दोनों ओर छायादार झाड़ियाँ और सरु के वृक्ष हैं। घास की हरी-हरी क्यारियाँ हैं जिसमें सुन्दर फूलों के पौधे लगे हुए हैं। वहाँ सैर करने वालों के बैठने के लिए जगह-जगह बेंच पड़े हुए हैं।)

The Taj Mahal is the most beautiful monument in the world. It is counted among the seven wonders of the world. In India there are many temples, tombs and historical monuments, but the Taj surpasses them all in beauty and splendour. The Taj stands in the midst of a beautiful garden. It has a very fine gateway which is made of red sandstone. Verses from the Quaran are inscribed on its walls. On the inner side of it, there is a beautiful garden which extends from the gate to the Taj. There are shady shrubs and cypress trees on either side of the path. There are green grassy lawns which have beautiful flower-plants in them. There are benches here and there on the lawns for the visitors to sit on.

EXERCISE-21

(एक आदर्श अध्यापक एक सच्चा राष्ट्र निर्माता होता है। कच्चे पदार्थ की तरह के बच्चों को उसकी देखभाल तथा मार्गदर्शन में आकार तथा रूप दिया जाता है। वह एक प्रचारक है और उसका उद्देश्य तह-दिल से शिक्षा के कारण बताना है। निःसन्देह वह व्यक्ति गलत नहीं था जिसने कहा, "मुझे एक अच्छा अध्यापक दो मैं तुम्हें एक खुशहाल राष्ट्र देने का वादा करता हूँ।" दुर्भाग्य से वर्तमान समाज अपने भविष्य-निर्माता को उचित सम्मान नहीं देता है। ऐसी आशा है कि सरकार व लोग हमारे अध्यापकों के भाग्य को सुधारने के लिए मिलकर योजना बनायेंगे। यह विश्वास किया जाता है कि अध्यापक भी स्वयं को इस योग्य काम के लिए योग्य सिद्ध करेंगे।)

EXERCISE-22

(चुनाव प्रजातन्त्र की रीढ़ की हड्डी है। वे जनता को अपनी पसंद की सरकार बनाने का अवसर देते हैं। चुनाव के दृश्य पर नजर डालना बहुत उत्तेजनादायक होता है। चुनाव की घोषणा के बाद सभी दल प्रचार शुरू कर देते हैं। वे दूसरे दलों की कमजोरियों और दोषों को दिखाते हैं और उत्तम प्रशासन देने का वादा करते हैं। वे जनता को प्रभावित करने के लिए विभिन्न तरीकों का प्रयोग करते हैं। शहर के चारों तरफ विभिन्न रंगों और चिह्नों के इश्टिहार, पर्चे व झंडे होते हैं। पूरा शहर एक दुल्हन की तरह लगता है। चुनाव के दिन चुनाव बूथों पर लोगों की भारी भीड़ होती है। विभिन्न दलों के समर्थक लोगों को लुभाने की पूरी कोशिश करते हैं। हमेशा अनियंत्रित परिस्थितियों का खतरा बना रहता है इसलिए भारी मात्रा में पुलिस व उड़नदस्तों को कानून व व्यवस्था बनाए रखने के लिए तैनात किया जाता है।)

Elections are the backbone of democracy. They offer the public an opportunity to form a government of their choice. It is a great excitement to have a glance at an election scene. After the declaration of the date of election all the parties start propaganda, They highlight the demerits and faults of other parties and promise to give a better administration. They use different methods to impress the public. There are banners, posters and flags of different colours and signs all around the city. The whole city looks like a bride. On the day of election, there is a great rush of people at the election booth. The supporters of different parties try their best to bait the people. There is always the danger of untowered situations. So, a large number of police and flying squadres are posted to maintain law and order.

EXERCISE-23

(यह कहा जाता है कि जब कबीर मरे, तो उसके हिन्दू तथा मुसलमान शिष्यों ने लड़ाई शुरू कर दी। उसके मुसलमान शिष्यों ने कहा कि कबीर के मृत शरीर को दफनाया जाये। परन्तु हिन्दू लोग उनके शरीर का दाह संस्कार करना चाहते थे। यह लड़ाई-झगड़ा कबीर के हिन्दू तथा मुसलमान शिष्यों में हुआ। कोई भी हिस्सा एक-दूसरे की इच्छा को मानने के लिए सहमत नहीं था। अन्त में यह निश्चय हुआ कि शरीर को काट कर आधा-आधा कर दिया जाय। मुसलमान आधी लाश को दफना लें और दूसरी आधी लाश का हिन्दू दाह-संस्कार करें।)

It is said that when Kabir died, his disciples Hindu and Muslim began to quarrel. His Muslim disciples said that Kabir's dead body should be buried. But the Hindus wanted to cremate his body. The quarrel went on between Kabir's Hindu and Muslim disciples. Neither section was willing to agree with the other. In the end, it was decided that the dead body be cut into two pieces. One half of his dead body be buried by the Muslims and the other half be cremated by the Hindus.

EXERCISE-24

(यह कहा जाता है कि जब कबीर मरे, तो उसके हिन्दू तथा मुसलमान शिष्यों ने लड़ाई शुरू कर दी। उसके मुसलमान शिष्यों ने कहा कि कबीर के मृत शरीर को दफनाया जाये। परन्तु हिन्दू लोग उनके शरीर का दाह संस्कार करना चाहते थे। यह लड़ाई-झगड़ा कबीर के हिन्दू तथा मुसलमान शिष्यों में हुआ। कोई भी हिस्सा एक-दूसरे की इच्छा को मानने के लिए सहमत नहीं था। अन्त में यह निश्चय हुआ कि शरीर को काट कर आधा-आधा कर दिया जाय। मुसलमान आधी लाश को दफना लें और दूसरी आधी लाश का हिन्दू दाह-संस्कार करें।)

An education that does not teach man something deeper than the mere knowledge of text-books is completely worthless. It is better to be a coolie who has character than to be a

graduate who has only crammed knowledge. If our education does not make us good man and women, it is of no value. All the knowledge of the world cannot bring us pleasure unless it brings us self-realisation. We have some rights as well as responsibilities. If we keep our house or street dirty, it will be the cause of suffering neighbourhood due to our carelessness. If we deprive others of happiness, what right have we got to enjoy ourselves? Education teaches us the right use of our body and brain.

EXERCISE-25

(आज के भौतिकता के युग में आध्यात्मिक शिक्षा को अनिवार्य बनाना चाहिए ताकि नई पीढ़ी में पवित्रता, निडरता तथा सहनशीलता जैसे दिव्य गुणों को भरा जा सके। वर्तमान में मानव स्वयं पर नियन्त्रण खो बैठा है। इसने उसे आत्म-केन्द्रित और तनावपूर्ण बना दिया है। इससे कई प्रकार की विषैली आदतें पैदा हो गई हैं। जीवन को तनाव मुक्त बनाने के लिए हमें आवश्यकता और आकांक्षा में अन्तर समझना चाहिए क्योंकि आकांक्षा हमें सदैव वस्तुओं की विचारहीन दौड़ में ले जाती है। इससे मन की शान्ति भंग होती है। आध्यात्मिक शिक्षा, आत्म-अनुभूति और सकारात्मक विचारधारा ही तनाव से मुक्ति के रास्ते हैं।)

In today's materialistic world, spiritual education should be made compulsory so that the godly qualities of purity, fearlessness and tolerance can be filled in the new generation. At present man has lost self-control. He has become self-centred and tense. This has developed in him several vicious habits. To make life tension free we should know the difference between need and desire. Desire throws us into the mad race of materialism. This disturbs peace of mind. Spiritual education, self- knowledge and positive thinking are the only way of freeing us from tension.

EXERCISE-26

(बहुत थोड़े लोग ऐसे हैं जो ठीक अपनी इच्छा के अनुसार सोते और जागते हैं। यही कारण है कि जब लोग प्रातःकाल उठना देखें चाहते हैं तो जगाने वाली घड़ी का प्रयोग उन्हें करना पड़ता है। नींद से छुटकारा पाना कठिन है और बहुत से लोग जगाने वाली घड़ी के बिना प्रातः जाग नहीं सकते। किन्तु कई लोग अपनी नींद को वश में कर लेते हैं। मनुष्य के लिए यह अत्यन्त लाभदायक है कि वह अपनी इच्छा के अनुसार सो और जाग सके। इसमें आश्चर्य की कोई बात नहीं कि बुद्धिमान लोग निद्रा पर विजय पा लेने को कभी एक बड़ी आवश्यक वस्तु समझते हैं।)

Very few people can to go sleep and wake up exactly when they wish. That is why most of the people have to use alarm clocks when they want to get up early in the morning. Sleep is hard to shake off and without the noise of an alarm clock most of the people cannot wake up early. But some people have control over their sleep. It is valuable for a man to be able to go

to sleep and wake up exactly when he wishes to. No wonder, then, that wise men consider victory over sleep such an important thing.

EXERCISE-27

(हर महीने कुछ-न-कुछ बचत करने के लिए अधिक यत्न की आवश्यकता नहीं। प्रत्येक व्यक्ति सरलता से ऐसा कर सकता है चाहे उसकी आय कितनी भी कम क्यों न हो, उस वह चीजें नहीं लानी चाहिए जिनको वह समझता है कि उनके बिना वह रह सकता है। उस फिजूलखर्ची को त्यागना चाहिए जो उसके जीवित रहने के लिए आवश्यक नहीं। उसे पूरा हिसाब रखना चाहिए ताकि उसे पता रहे कि वह कितना कमाता है और कितना खर्च करता है। जो पुरुष जानता है कि उसकी आय क्या है और वह क्या व्यय कर रहा है, वह कभी भी फिजूलखर्ची में नहीं पड़ेगा। यदि वह अपने बर्ताव के मामले में ऐसे चले तो वह अवश्य ही बचा सकेगा।)

It does not require a great effort to put by something every month. Everyone can easily do so, however small his earning may be. Let him not bring things which he can do without. Let him deny himself that indulgence which is not necessary for his existence. Let him keep proper account, so he may know what he earns and what he spends. A man who knows what his income is and what he is spending, will scarcely run into extra-vagance. If he goes on at this rate in the conduct of his affairs, he will be sure to save.

EXERCISE-28

(पुस्तकें भी एक विचित्र वरदान हैं। जब दुःख और कष्ट के बादल हमारे जीवन को अन्धकारमय बना देते हैं तो ये एक सच्चे मित्र के समान मधुरवाणी से हमें ढाँढस बँधाती हैं। जब हमारे मित्र और सम्बन्धी हमारे दुर्भाग्य के कारण हमसे मुख मोड़ लेते हैं तो ये हमारा साथ देती हैं तथा हमारा उत्साह बढ़ाती हैं। साहस और दृढ़ता से कठिनाइयों पर काबू पाने की शिक्षा देती हैं। ये मनुष्य की बुद्धिमत्ता एवं अनुभव का निचोड़ हैं। परन्तु सभी पुस्तकें अच्छी नहीं होतीं। इसलिए पुस्तकों के चुनने में बुद्धिमत्ता और सोच विचार से काम लेना चाहिए।)

Books are also a wonderful blessing. When the clouds of sorrows and sufferings darken our life, books comfort us like a true friend. When our friends and relatives turn away during our unfortunate days, they stand by us and encourage us. They teach us to face our difficulties with determination and firmness. In fact, books are to essence of mankind's wisdom and experience. However, all books are not good. Therefore, we should make choice of books with wisdom and judiciousness.

EXERCISE-29

(यह एक आम धारणा है कि भगवान जो भी करता है, ठीक करता है। परन्तु यदि हम निर्भीक रूप से दुनिया की तस्वीर को देखें तो इस पर विश्वास करना मुश्किल हो जाता है। अपराधी, शराबी और निर्दयी व्यक्ति जीवन में फल-फूल रहे हैं। दूसरी तरफ धार्मिक, सच्चे और कर्तव्य परायण व्यक्ति अपमानजनक और गरीबी का जीवन बिता रहे हैं। यही कारण है कि भ्रष्टाचार तेजी से फैल रहा है और नैतिक मूल्यों का ह्रास हो रहा है। इस निराशाजनक स्थिति के लिए भगवान को नहीं, देश परा राज करने वाले व्यक्तियों को जिम्मेवार माना जाना चाहिए।)

It is a general belief that whatever God does, does right. But if we see the picture of the world fearlessly, it becomes difficult to believe it. Culprits, drunkards and cruel people are flourishing. Whereas the religious, the truthful and the dutiful are leading the life of poverty and humiliation. That is why corruption is spreading fast and moral values are declining. For this depressing state of things God should be held responsible, instead the people ruling over the country should be held responsible for it.

EXERCISE-30

(बीसवीं शताब्दी में विज्ञान ने बहुत उन्नति की है। इसने मनुष्य के दैनिक जीवन पर बहुत प्रभाव डाला है। यह कहना गलत होगा कि विज्ञान हमारे जीवन का आवश्यक अंग बन गया है। मानव जीवन का कोई भी क्षेत्र इसके प्रभाव से मुक्त नहीं है। विज्ञान ने समय और दूरी पर विजय प्राप्त कर ली है। निःसन्देह विज्ञान ने हमें अनेक सुविधाएँ प्रदान की हैं और हमारे जीवन को अधिक सुखी बना दिया है, परन्तु साथ ही इसने मानवीय कष्टों को बढ़ाया है। इसलिए विज्ञान को मनुष्य का मित्र और शत्रु दोनों कहा जाता है।)

Science has made great progress in the twentieth century. It has great effect on the daily life of man. It will not be wrong to say that science has become an essential part of our life. No sphere of man's life is free from its effect. Science has conquered over time and space. No doubt, science has provided us with many facilities and made our life happier, but at the same it has increased human sorrows. That is why science is said to be both man's friend and foe.

Practice Exercises

EXERCISE-1

(खेल किसी एक देश व जाति की निजी सम्पत्ति नहीं है। प्राचीन समय से ही यह सभी देशों की मलकियत रही है, किन्तु अन्य स्थानों की अपेक्षा ब्रिटेन में खेल अधिक प्राचीन हैं तथा इन खेलों के रीति रिवाज भी स्थापित हो चुके हैं और प्रायः राष्ट्रीय जीवन में यह स्वीकार कर लिये गये हैं। क्योंकि यह

बहुत प्राचीन है इसलिए यह अवश्य ही साधारण बच्चे की शिक्षा का अटल अंग बन जाता है, चाहे उसे खेल पसंद न ही हो और आम लड़के इसे पसन्द नहीं करते— प्रायः वह अपने जीवन के कुछ वर्षों में उनसे परिचित हो जाता है चाहे बड़ा होकर वह उन्हें बिल्कुल ही छोड़ दे, परन्तु यह परिचय सदा उसके पास है, इसी कारण अनजाने में ही वह अपने दैनिक जीवन की बातों में ऐसे शब्दों व वाक्यों का प्रयोग करता है, जोकि यथार्थ में खेल-कूद की भाषा के हैं।)

EXERCISE-2

(जब मानव सर्वप्रथम इस संसार में आया तो उसने स्वयं को बहुत बड़े-बड़े पशुओं से घिरा पाया होगा और वह अपना उ उनसे भयभीत होकर व्यतीत करता होगा। किन्तु अब मानव जगत का स्वामी है और वह जानवरों से अपनी इच्छा के अनुसार करवाता है। कुछ पशुओं जैसे घोड़ा, गाय, हाथी, कुत्ता, बिल्ली आदि को भी वह पालतू बना लेता है, कुछ को मारकर खा जाता है। और कुछ का जैसे शेर और चीता अपने मनोरंजन हेतु शिकार करता है। किन्तु प्राचीन समय में वह स्वामी नहीं अपितु उनका शिकार हो जाने के भय से रहता था और वह इन बड़े-बड़े जानवरों से दूर रहने का प्रयत्न करता था। किन्तु धीरे-धीरे मानव ने उन्नति की और वह अधिक से अधिक शक्तिशाली होता गया जब तक वह प्रत्येक पशु से अधिक बलवान न हो गया।)

EXERCISE 5

(आजकल लोग अपने दैनिक जीवन को दो भागों में विभक्त करते हैं। दिन का एक बहुत बड़ा हिस्सा ऐसे कार्य में लगाते हैं जिससे कि वे अपनी जीविका उपार्जन कर सकें। प्रतिदिन कुछ घण्टे ऐसे भी होते हैं जिन्हें वे अपना कह सकते हैं। ये उनके फुरसत के घंटे हैं। कई लोगों के लिए यह जानना एक समस्या है कि क्या काम करे जिससे कि इस फालतू समय का सबसे उत्तम प्रयोग कर सकें। इसे व्यर्थ गंवाने की उन्हें आदत हो जाती है। वे इन घंटों को विचारपूर्वक विभाजित करने का कोई यत्न नहीं करते। वे इसे अवसरानुकूल प्रयोग कर लेते हैं। यदि कोई मित्र आ जाता है तो वे किसी विषय पर घंटों बात करने को तत्पर रहते हैं। वे स्वयं किसी मित्र के घर चले जायेंगे और उनके साथ बैठे गप्पे हाँकते रहेंगे। यदि घर पर आराम कर रहे होंगे तो वे अनमने से कोई किताब या समाचार पत्र उठा लेंगे और अपने मन का थोड़ा-सा भाग इसमें लगा देंगे।)

EXERCISE-4

(यही वह आदर्श था जिसको कि बुद्ध ने सारी आयु प्राप्त करने का यत्न किया। उसने सदा के लिए और सभी युगों के लिए मानव के दुःखों और उसके कारण का रहस्य खोज निकाला और उसने वह साधन भी बतलाए, जिनमें कि उन दुःखों का उपचार हो सकता है या वे रोके जा सकते हैं। हम में हर कोई उन दुःखों का शिकार है चाहे हमारा राजनैतिक ढाँचा, हमारे आर्थिक सिद्धान्त और उनके जीवन का स्वरूप कुछ भी हो और चाहे हम प्रकृति के भिन्न-भिन्न रूपों का नियंत्रण करने में समर्थ हो सकें।

इसके कारण बड़े गहरे अथवा पुराने हैं और इन दुःखों पर विजय बुद्ध द्वारा बतलाए गये मार्ग से ही प्राप्त की जा सकती है। यही कारण है कि बुद्ध ने युग युगान्तर से मानव जाति को सान्त्वना (सुख) दी है और आने वाले समय में भी हमारे साथ चलता रहेगा और हमें मानसिक स्वास्थ्य और स्वाभाविक अवस्था की ओर मार्ग-दर्शन करेगा।)

EXERCISE-5

(भारत देश तो एक है, परन्तु इसकी भाषा एक नहीं है। यहाँ एक दर्जन से भी अधिक भाषाएँ बोली जाती हैं। देश के भिन्न-भिन्न भागों में अलग-अलग भाषाएँ प्रचलित होने से बड़ी हानि यह है कि भारतीयों में एकता की भावना पनप नहीं पाती। अपने से भाषा बोलने वाला व्यक्ति हमें अपरिचित-सा लगता है। जब उसे बोलते हुए सुनते हैं, तो हमसे यह भावना उत्पन्न नहीं होती कि वह हमारे ही राष्ट्र का अंग है। इसलिए एक से अधिक भाषा का होना राष्ट्रीय एकता के प्रसार में बाधक है। परन्तु हम चाहते हैं कि सब भारतवासी अपने आपको एक ही देश के रहने वाले समझें। ऐसी भावना जगाने के लिए यह आवश्यक है कि सारे देश की एक ही भाषा हो। साझी भाषा का अर्थ वह भाषा है जिसके माध्यम से देश के एक भाग के व्यक्ति देश के बाकी सभी भागों के व्यक्तियों से विचार विनिमय कर सकें या जो देश के किसी भी भाग में बोली या प्रयोग में लाई जा सकती हैं।)

EXERCISE-6

(क्या हमारी आधुनिक शिक्षा प्रणाली ठीक प्रकार से चल रही है? इसके विषय पर कोई मत बनाने से पूर्व यह जानना जरूरी है कि एक अच्छी शिक्षा प्रणाली में क्या-क्या गुण होने चाहिए और हम उस प्रणाली से किस प्रकार की शिक्षा की आशा रखते हैं। इससे पूर्व यह भी स्पष्ट कर देना चाहिए कि हमारा उद्देश्य किस प्रकार की शिक्षा देने का है। तभी हम यह निर्णय कर सकेंगे कि वर्तमान प्रणाली हमारी आवश्यकताओं को पूरा करती है अथवा नहीं। शिक्षा का ध्येय मनुष्य की सारी आन्तरिक शक्तियों को उन्नत करना और मनुष्य को समाज के प्रति अपने कर्तव्यों को ठीक-ठीक निभाने के योग्य बनाना है। मनुष्य के शरीर, मस्तिष्क और आत्मा आदि सभी भागों की उन्नति आवश्यक है। अच्छी शिक्षा वही है जिसके द्वारा विद्यार्थी के शरीर, मन और आत्मा की उन्नति करने की चेष्टा की जाती है।)

EXERCISE-7

(गंगा विशेष रूप से भारत की नदी है जो कि उसके लोगों की प्यारी है तथा जिसके गिर्द उसकी जातीय यादें, उसकी आशाएँ तथा शंकाएँ, उसके विजय गीत, उसकी विजय तथा पराजयें गुंथी हुई हैं। वह भारत की युगों पुरानी संस्कृति तथा सभ्यता की प्रतीक रही है तथा जो सदा रूप बदलती रहती है, सदा बहती रहती है परन्तु फिर भी वही गंगा रहती है। वह मुझे हिमालय की बर्फ से ढकी हुई चोटियों की तथा गहरी घाटियों की याद दिलाती है जिनको मैंने इतना प्यार किया है तथा उनके नीचे वाले

उपजाऊ और विशाल मैदानों की भी याद दिलाती है जहाँ पर मेरा जीवन तथा मेरे कार्य की रूपरेखा बनी है।)

EXERCISE-8

(यह ऐसा समय है जब काम करने की आवश्यकता है, जब परिश्रम की आवश्यकता है, शान्ति की आवश्यकता है, साथ मिलकर सामूहिक प्रयास की आवश्यकता है। राष्ट्र की सभी एकत्रित शक्तियों को राष्ट्र के महान कार्य की ओर लगाने की आवश्यकता है। पर हम क्या कर रहे हैं? इसमें संदेह नहीं कि हममें से बहुत से लोग, इसी उद्देश्य के लिए कार्य कर रहे हैं और इस उद्देश्य में अपनी पूरी शक्ति लगा रहे हैं। इसमें संदेह नहीं कि राष्ट्र आगे बढ़ रहा है और उन्नति कर रहा है। फिर भी जब मैं अपने चारों ओर देखता हूँ तो मैं काम का वातावरण नहीं देखता, काम की मनोवृत्ति नहीं पाता। केवल बात, केवल आलोचना, दूसरों की बुराई और तुच्छ दलबंदियाँ और इसी तरह की बातें मिलती हैं।)

EXERCISE-9

(एक बार एक रूसी सज्जन और उसकी पत्नी अपने नौकर के साथ एक चार घोड़े की गाड़ी से एक दूर के नगर को जा रहे थे। उनका मार्ग एक जंगल से गुजरता था। कुछ खूंखार भेड़ियों ने उनका पीछा किया। रात का समय था। उनके पास बंदूक भी नहीं थी। नौकर ने धनी व्यक्ति को सलाह दी कि भेड़ियों को रास्ते से हटाने के लिए एक घोड़ा खोल दिया जाए। सज्जन पुरुष ने इसकी अनुमति दे दी। भेड़ियों ने घोड़े को पकड़ लिया और खा लिया। दूसरे घोड़े के साथ भी यही बात हुई। अपने स्वामी की जान को खतरा देखकर नौकर खुद भेड़ियों के बीच कूद पड़ा। जब तक भेड़िये उसे चट करने में लगे रहे तब तक मालिक नगर में पहुँच गया। स्वामी के प्रति भक्ति का यह एक स्मरणीय उदाहरण है।)

EXERCISE-10

(गरीबी का बेकारी से गहरा संबंध है। यह सोचना ही फिजूल है कि इस बढ़ती हुई बेकारी के साथ गरीबी कम की जा सकती है। हर पंचवर्षीय योजना में बेकारी की फौज बढ़ती ही जाती है। हमारी योजना नए-नए काम के इच्छुक लोगों का भी रोजगार नहीं दे पा रही है। बेकार लोग धन का उपार्जन करने के बजाए उसका उपयोग ही करते हैं। क्योंकि हमें इस आबादी को जीवित रखना है, निम्न जीवन-स्तर पर ही क्यों नहीं? क्या उनके लिए तथा देश के लिए लाभकारी नहीं होगा कि वे कुछ उपयोगी चीजों का उत्पादन करें? उत्पादन की मात्रा जो भी हो, वह देश की सम्पत्ति में वृद्धि करने के साथ-साथ उसी हद तक गरीबी को भी कम करेगी। गांधी जी ने जब खादी और कुटीर उद्योग प्रारम्भ किया तो वे देश के लिए महज अनुपयोगी चीज का उपयोग कर रहे थे। हमारे प्रशासन या जनता ने कुटीर और लघु उद्योगों को प्रोत्साहन देने की सही दिशा में बहुत थोड़े प्रयत्न किये हैं।)

EXERCISE-11

(यह बात स्पष्ट है कि मनुष्य जाति की उन्नति किसी समाज के प्रत्येक व्यक्ति के सहयोग से ही हो सकती है। परन्तु इस सहयोग की सफलता तभी संभव है जबकि परस्पर विचार-विनिमय के लिए साधन प्रस्तुत हों। विचार-विनियम के लिए भाषा ही सबसे आवश्यक साधन है, और इसकी सहायता से समाज की उन्नति हो सकती है। इसलिए भाषा तथा उन्नति का बहुत गहरा संबंध है। यहाँ तक कि एक के बगैर दूसरे का अस्तित्व ही असंभव है। परन्तु इनका गहरा संबंध यहाँ ही समाप्त नहीं हो जाता। समाज की उन्नति के साथ भाषा की उन्नति तथा भाषा की उन्नति के साथ समाज की उन्नति होती रहती है। इसलिए हम कह सकते हैं कि ये दोनों एक दूसरे पर निर्भर हैं।)

EXERCISE-12

(हमारे देहाती क्षेत्र हर प्रकार से पिछड़े हुए हैं। पंचायतें बनाने का उद्देश्य यही है कि इनके आर्थिक पिछड़ेपन को दूर किया जाए। इस प्रकार से ये प्रतिनिधि सभाएँ जनता की हालत सुधारने में उचित भाग ले सकती हैं। यह काम और भी अच्छी प्रकार से हो सकता है। यदि गाँव में सभी प्रकार के लोग यह अनुभव करें कि पंचायतें सबकी सच्ची प्रतिनिधि हैं न कि केवल किसी एक भाग या श्रेणी की। इस भावना से देहातों में निर्माण कार्य में हाथ बँटाने के लिए उत्साह उत्पन्न होगा। देहात में पंचायतें और इसी प्रकार की सभाएँ बनाने का उद्देश्य गाँव के जीवन में क्रान्ति लाना और जनता को स्वतंत्रता प्राप्ति के पश्चात् अपने अधिकारों और कर्तव्यों का ज्ञान करवाना है। भारतवर्ष का वास्तविक रूप वहाँ के लाखों गाँवों में मिलता है और जब तक ये गाँव अपना आलस्य न त्याग दें और उनमें नए जीवन का संचार न हो जाए तब तक जनसाधारण के लिए स्वराज्य का कुछ अर्थ नहीं।)

EXERCISE-13

(कभी-कभी मैं चीड़ के पेड़ों के नीचे लेट जाता और घूमती हवा की कानाफूसियाँ मध्यम स्वर में सुनता, जो मेरे कानों में कई विचित्र बातें कहती, मेरी चेतना शक्तियों को मानो लोरी देकर सुला देती और मेरे मस्तिष्क के बुखार को ठंडा कर देती। मुझे असुरक्षित पाकर बड़ी चतुरता से नीचे संसार के मनुष्य की रीतियों की मूर्खता, उनका निरन्तर संघर्ष, उनका क्रोध और घृणा, धर्म के नाम पर उनकी हठधर्मीय उनकी राजनीति का भ्रष्टाचार एवं उनके आदेशों को मान कर इन सबकी ओर से संकेत करती तो फिर क्या उनमें वापस जाना और उनसे संघर्ष करते हुए अपना जीवन नष्ट करना उचित था? यहाँ शान्ति थी, चुप्पी थी एवं भलाई थी और साथियों के तौर पर हमारे पास बर्फ और पहाड़ और कई किस्म के पेड़ों से ढकी हुई पहाड़ियाँ और पक्षी और फूल थे।)

Check your Progress 1

Answer the following questions to make sure that you have understood the passage well:

1. Why did the writer leave his village to go to London?

2. How long has the writer lived in London? When does he plan to go back to his village?
3. Why does the author call the ‘flats, rooms and garrets’ where he has lived in London ‘human filing cabinets’? Why doesn’t he mention ‘houses’?
4. Which place does the author regard as ‘his home’?
5. The last sentence of the second para beings as follows: ‘But that is my home....’ Why does the author use ‘But’ here?
6. What ‘great virtue’ does the author see in the large size of London?

Role of Idioms and Phrases in Translation

get one’s act together

बेहतर ढंग से कार्य करने के लिए तैयार होना, अपने आप को व्यवस्थित करना।

His new boss has given him one month to **get his act together**, or he loses his job.

be up in the air

अनिश्चित, उलझा हुआ, बाधित।

The future of the project is **up in the air** as the management has failed to finalize the budget.

all in all

कुल मिलाकर, मिलाजुलाकर।

She may not be brilliant, but all in all I think she did quite well in her exams.

from A to Z

पूर्णतया, शुरू से अन्त तक।

Steve Job’s latest book tells the story of his life from A to Z.

of one’s own accord

स्वेच्छा से, अपनी मर्जी से

The managing director of the company didn’t have to be asked to resign – he went **of his own accord**.

the acid test

अग्नि—परीक्षा, कसौटी पर

The product looks great, but will people buy it? That's **the acid test**.

a man of action

कर्मठ, सूत्रधार

The country needs a political leader who is **a man of action**.

alive and kicking (or alert or well)

जीवन्त शील, जोश से परिपूर्ण

She hadn't met her younger sister after her marriage, and was delighted to see her **alive and kicking** at a social event last weekend.

all and sundry

आम आदमी

I don't want **all and sundry** to come to know about our differences.

alpha and omega

शुरूआत से अन्त तक

The strategy to control inflation remains the **alpha and omega** of the government's economic policy.

apple of discord

झगड़े की जड़, विवाद का विषय

The right to host the World Cup cricket has become an **apple of discord** between the two countries.

seal (or stamp) of approval

मोहर लगाना, सहमति देना

The government finally agreed to give the new pension policy its **seal of approval**.

the long arm of the law

कानून की ताकत, कानून की पहुँच

It is not easy for criminals to escape **the long arm of the law** in a developed country like this.

armed to the teeth

लड़ने को तैयार होना, पूरी तरह से तैयार

The alleged tax-defaulter was ready for all their questions, and armed to the teeth with proof of his innocence.

have an axe to grind

स्वार्थ, काम निकालने का तरीका

He should not become the chairman of the committee as he has too many **axes of his own to grind**.

across the board

हर स्तर पर और हर क्षेत्र के लोगों पर प्रभाव होना

The improvement has been across the board, with all divisions either increasing profits or reducing losses.

give a good account of

अच्छा प्रदर्शन करना

as he could not give a very good account of himself in the interview, the company didn't **offer him a good salary**.

alter ego

स्वयं का दूसरा रूप

Over the years the secretary has become the **alter ego** of his boss.

arm in arm

अत्यन्त नजदीक होना

The party cancelled former MLA's candidature as he was **arm in arm** with the opposition.

after all

आखिरकार

You don't need to call him. **After all**, he never calls you.

all of a sudden

अचानक

All of a sudden it became dark and the rain started.

as a matter of fact

दरअसल

As a matter of fact, the couple has applied for a divorce.

as soon as

जैसे ही, ज्यों ही

He got the job offer **as soon as** he finished his graduation.

arrive in a body

एक दल रूप में आ जाना

Things became noisy when the workers entered the manager's office **in a body**.

in ages

लम्बे समय से

Nobody has seen him work so hard **in ages**.

as broad as it's long

किसी भी तरीके से देखने पर वैसा ही रहना

She could not decide which offer to accept – she thought the choice was just about **as broad as it was long**.

be glad/happy/to see the back of sb/sth

किसी के जाने पर खुशी का अनुभव करना (नापसंद होने की वजह से)

The guest became an absolute pain for the hosts and they were really pleased **to see the back of him**.

be in a bad way

सख्त बीमार होना

After years of the recession, the economy of the country was **in a bad way**.

(not) bat an eye/eyelash/eyelid

हैरानी न जताना, अविचलित रहना

When the Court pronounced the prisoner guilty of murder, the accused stood there without **batting an eyelid**.

give sb a hell

बुरी तरीके से डाँटना

The boss **gave them hell** for not finishing the project in time.

be a bit much

अनुचित होने की वजह से थोड़ा ज्यादा लगना

I think it's **a bit much to** expect a pace bowler to bowl more than 50 overs in one day.

turn a blind eye

जान-बूझकर ध्यान नहीं देना, नजरअन्दाज करना

The principal decided to **turn a blind eye** to the student's misconduct this time with a hope that they won't do it again.

out of the blue

अनायास, अचानक, एकाएक

Then one day, completely **out of the blue**, the Maoists attacked the police post and caught everyone off guard.

the bottom line

किसी निष्कर्ष का महत्वपूर्ण तथ्य

The bottom line is that pregnant women's health is at greater risk if they smoke.

back to the drawing board

वापस योजना की स्थिति में पहुँचना

The client rejected all our proposals, so we had to ask the consultant to take the project **back to the drawing board**.

back to square one

वापस से शुरुआत पर पहुंचना, जहां से चले फिर वहीं पहुंचना

The Government and the Central Bank spent years strengthening the nation's economy but the slowdown shattered it, so we are **back to square one**.

take a back seat

किसी कार्य में पीछे हो जाना, गौण स्थान लेना

The founder of the company decided to **take a back seat** and let the board members run the business.

Bag and baggage

साजो-सामान के साथ, बोरिया-बिस्तर के साथ

Tired of their tantrums, the landlady asked her tenants to vacate the house, **bag and baggage**, in a week's time.

bang on

आला दर्जे का, पूर्णतया सही होना

You said the Congress will get 240 seats, didn't you? You were **bang on**.

go with a bang

उत्तेजना और सफलता के साथ

We take part in the events organized by this group, because they **go with a real bang**.

bark up the wrong tree

गलत व्यक्ति के पीछे पड़ना

It was a very sensitive case and yet for over one year the police kept barking up the wrong tree.

beat about (or around) the bush

सही मुद्दे पर न आना, घुमा-फिरा कर बातें करना

You will have to learn to speak clearly about what you want. You won't get anywhere if you keep **beating about the bush**.

bell the cat

खतरनाक कार्य करना

Someone has to **bell the cat** and tell the commissioner that his own son started the violence.

tighten one's belt

देखकर खर्च करना

Most people need to **tighten their belt** during economic slowdown.

a safe bet

उचित अनुमान, ऐसा विचार जो सही साबित होने वाला हो

The party president decided that the 75 year old sitting legislator was still a safe bet for re-election.

better half (or part)

पति / पत्नी

I think a two-bed flat would suit us but I'd better confirm it with my **better half**.

a big cheese (fish / gun / shot)

महत्वपूर्ण इन्सान

Apparently her father is **a big cheese** in one of the major banks.

Q. How did the English Language travelled from the old form to the standard English.

Ans.: Of all the Middle English dialects, Midland enjoyed the pride of place. Chaucer wrote in East Midland, which was destined to be, the standard language of English. In the first place, East Midland occupied a middle position between the extreme divergences of North and South. Less conservative than the southern dialect, less radical than the Northern, it moved gradually on in 1385.

The East Midland dialect became the established form of writing in England.

Thirdly, the two great universities of the country were located in this area. Hence Oxford and Cambridge did much in spreading the knowledge of East Midland.

Fourthly, East Midland was also being spoken in and around London. After having analysed the reason for East Midland becoming the recognised form of speech and writing.

The Norman conquest influenced the English language very much. Walter Map, who lived at the end of the twelfth century and in the beginning of the 13th century, tell us that French in English was regarded as old-fashioned and dialecta.

Edward III in 1362 opened parliament by addressing it in English. English was once more becoming the tongue of the educated. John of Trevisa recorded in 1385 that English was the language of the people, Latin of learning, and French was used to exhibit the fashion of polite society.

In the 14th century began a movement in favour of the native tongue, and French, which reached its highest influence in the 13th century. The first English document discovered in the British Museum and the public record office are the 14th century.

It has been customary to regard Chaucer as the father of Modern English and to attribute to his genius the literary language of English.

To sum up, Midland being centrally placed, succeeded in drawing people to self and in relegating other contemporary dialects to the country side, and thus making them quite exiguous.

In the Tudor times, the Bible and the prayer Book written in the dialect of Chaucer and Wyclif afforded force and momentum to the growth of English. During the Elizabethan age, Spenser, Shakespeare, Sidney, and host of other brilliant writers contributed much to the suitability and effectiveness of expression in the language. The first clear recognition of the fact that the London English was the standard written language, does not occur until 1589, when *Art of English Poesy* attributed to George Puttenham, was published.

Q. Write a note on the Modern English. What are its characteristics?

Ans.: Modern English period is said to have started in 1453 A.D. with the fall of Constantinople into the hands of the Turks and the consequent spread of the Greek scholars on the Continent. We witness no fewer than four world-shaking events by the end of the fifteenth century leaving their traces on it. These four events are : the renaissance, the Reformation, the invention of printing by Caxton in 1476, and the discovery of America in 1492 by Columbus.

The Renaissance brought many Greek words in its train and there was a great influx of these into English, in addition to such as had been previously introduced through the medium of Latin. Greek began to be taught at Cambridge about 1540.

The Reformation accelerated the struggle of the English nation against the corrupt authority, of the Catholic Church and the Pope of Roime. Directly the East Indian Company, set up in 1600 A.D. began to show its armed victories with the battle of Plassey in 1757. The result was the inevitable introduction of numerous East Indian words into English. English has also borrowed words from Dutch, (in quite modern times). Russian, Turkish and Hungarian, besides many of its colonies.

The Elizabethans enjoyed a great freedom of expression and “the result was a language of unsurpassed richness and beauty, which however, defies all rules. To the Elizabethan it seemed as if almost any word could be used in any grammatical relation- adverbs for verbs for nouns or adjectives, nouns and adjectives for verbs and adverbs” (L.P. Smith).

With the Restoration came a new age of French influence. Charles II and his Court had lived long in France. French fashions were supreme in the English court, polite speech and literature were once more filled with French expressions. The French words borrowed during this period were not naturalized.

The Augustan age was though all for the preservation of many Latin words and even of syntax, the voices for the ‘purification’ and removal of ‘cumbersomeness’. With the Romantic Movement there was an increased historical sense and a keen interest in the past. The age discarded the guady and ‘inane pharaseology by the school of pope.

During the Vicorian age. English has been commanding a matchless position in the family of world-Language. As the time is science-oriented, our language has also become more and more scientific.

The most important features of the early Modern English period are the Great Vowel shift and the rise of Standard English. English long vowels and the obvious result was the most characteristic differences between Chaucerian pronunciation and that of the present day.

The Middle ages had been Keenly interested in matters of philosophy and religion, whereas Man has now drifted rowards science and agnosticism. Another characteristic of Modern English is the freedom from dry lexicography, literal pedantry, and other cumbersome adumbrations. Nouns are being used adjectives, as in ‘bustation and ‘boy-friend’: verbs are employed as nouns, e.g., ‘a wash’, ‘a cut’, etc.

To sum up, English has the brightest prospect for becoming an international language in the near future.

Q. Discuss the Celtic, Scandinavian, French & American influence upon English.

Ans.: English has crossed many a 'stream'. As a result, foreign elements have passed into it.

(a) Celtic : The Celtic elements in early English is practically non-existent. In the past a number of Celtic words in English were usually over estimated so that the tendency of study has to lessen rather than to increase the list, Henry Bradley says, **“Modern investigation has shown that the number of Celtic words which are found in English before the 12th century are less than a dozen, and of these several appear from their form to have been learnt not from the Britons but from the Irish missionaries from Iona to Northumbria”.**

Anglo-Saxons conquered the Celts and relegated them to the position of slaves. They are also known as the Ancient Britons, who were actually the aborigines of England. Their language persisted in those regions which were not over-run by the Anglo-Saxon, and still survives as **Welsh, Scotch, Gaelic and Irish and Manx**.

Celtic words appear to have entered the language during the Middle Ages, though English words were freely adopted by Celtic during that period. In the sixteenth century, a few Gaelic words filtered in, mostly from Ireland, for English had no direct contact with the Scottish Highlands.

The great rush of Scotch Gaelic words began in the mid 18th century, the picturesque scenery of the Highlands began to attract visitors from the south, Johnson and Boswell, who mention and explain words belonging to the landscape, such as 'cairn' and 'loch', or characteristic of the highlanders, such as 'claymore' and 'coronch'.

The Anglo-Saxon Chronicle reports that at Andredes-ceaster or Pevensey a struggle occurred between the native population and the newcomers and “not a single Briton was left alive.” Even where such a genocide on mass scale did not occur, the conquerors allowed a fewer survivals of the Celtic population.

The 'Thames' is a Celtic river name, and various Celtic words for river or water are preserved in the names 'Avon', 'Exe', 'Usek', 'Dover', and 'Wye' Celtic words meaning 'hill' are found in place-names like 'Barr', 'Breson and others. Certain other Celtic elements occur more or less frequently such as 'cumb' (a deep valley) in names like 'Duncombe'. 'Holcombe', 'Winchombe', 'torr' (high rock, peak) in 'Torr', 'Torcross', 'Torhill', 'Pill' (a tidal creek) in 'pulle', 'huntspill', and 'brocc' (badger) in 'Brockholes', 'Brockhalls', etc.

(b) Scandinavian :

Near the end of the Old English period, the Danes came to England. They were the inhabitants of Scandinavia and Denmark, one time neighbours of the Anglo-Saxon and closely related to them in language and blood. But in the eighth century a change, economic, possibly political, occurred in this area and made them restless and adventurous. They began a series of attacks upon all the lands adjacent to the North Sea and the Baltic. The Swedes established a kingdom in Russia; Norwegians colonized parts of the British Isles, the Faroes and Iceland, and from there pushed on to Greenland and the coast of Labrador; the Danes founded the dukedom of Normandy and finally conquered England in the beginning of the eleventh century under their wise and spirited king, Cnut. The king of Denmark began to rule England capital.

There are three well marked stages of the Scandinavian attacks upon England.

- (1) the period of early raids, beginning according to the Anglo-Saxon Chronicle in 787 and continuing until about 850.
- (2) the period that included the work of large armies and is marked by widespread plundering in all parts of the country and by extensive settlements, extending from 850 to 878.
- (3) the period of political adjustment and assimilation from 878 to 1042. During this period, the Danes agreed to accept Christianity.

As the Anglo-Saxons and the Danes came closer due to the historical facts noted above, their language also left their marks on each other. Chronologically, the Scandinavian influence upon the English language is the third important element.

The Scandinavian word meant a 'vision of the night'. Thus while the form of the word 'dream' is English, its sense is Norse. So powerful was the Danish influence that not only nouns, adjectives and verbs were borrowed, but even pronouns as 'they', 'their' also came from the same source.

While Norse words began to enter the spoken language in the times of the Danish supremacy, they entered but slowly into the written language and hence only a few appear before the close of the Old English period. Examples of those words which have come down to modern times are : call, crave, fellow, haven, husband, hustings, knife, law, take, and wrong.

- (1) In Teutonic words the sound combination of 'sk' (sometimes 'sc') points to the Norse origin. Examples are : sky [scarce, scan, scream, scrub, skull, skin, skill, skull, scant, bask, etc.
- (2) Teutonic words with hard 'k' or 'g' where genuine English words would have 'y', 'j' or 'ch' may be regarded as of Norse origin : examples are : given, gift, get, guest; also the words drag, dregs, egg, flag.
- (3) Teutonic words with 'ei' or 'ai' are also Norse, examples are : hail raid, raise, reindeer, swain, gait, their, wait, etc.

We find many Scandinavian words dealing with administration. The Danes re-organized the administrative machinery and introduced a powerful law throughout the ekingdon. The very word 'Law' is Scandinavian.

The Scandinavian words are mostly short and their shortness is in harmony with the monosyllabic character of the native stock as a whole. Owing to this fact, they are far less felt as foreign words than any other. The Scandinavian element is to be felt in English Grammar. We have such pronouns as 'they', 'them', 'their', from this source. One more Scandinavian pronoun is 'same'. We also find such pronominal adverbs as 'hethen', 'whethen', (hence, thence, 'whence') which displaced the native forms 'heonan', 'thana', 'hwanan'.

The use of 'shall' and 'will' and the universal place of the genitive case before its nouns placed it very often after it (are due to Scandinavian influence was considerable. Because of its extent and the intimate way in which the borrowed elements were incorporated, it is one of the most interesting of the foreign influences that have contributed to the English language.

Q. Write a short essay on Renaissance English.

Ans.: The Renaissance was an intellectual rebirth which "showed itself in the effort of the individual to free himself from the rigid institutions of the Middle Ages, feudalism and the church; and to assert this right to live, to think and to express himself in accordance with a more flexible secular code". (Moody and Lovett).

Renaissance, as Symonds points out, "denotes the whole transition from Middle Ages to the modern world." Michelet calls it "The discovery by man of himself and of the world". Sichel also remarks : "It was a movement. a revival of man's power, a reawakening of consciousness of himself and of the universe." In the words of Tillyard "Renaissance was

the manifestation of new life, and outburst of virtuous floriding after the cramping restraints and withering asceticisms of the Middle Ages.

The renaissance, was an intellectual movement for the revival of Latin and Greek classics which began to permeate and stir English mind latter half of the fifteenth century. The study of Latin and Greek introduction the people of England to a new world of glamour and splendour of classics in the literary circles, language is always undergoing changes, modification alteration and transformation but the renaissance movement gave it fillip and accelerated its pace.

Its first impact was noticeable in the wide manifestation of a conscious interest in the English language and an awareness of its problems. Books, pamphlets, prefaces, and other such literature came out defending a national language. English being most suitable and preferable they defended the English language against the foreign language like French, Latin or Greek.

A number of books came out in its defence which laid emphasis on property pronunciation of English for the guidance of foreigners as well as for all other who found native dialect not conforming to the standard language of London. Thus Renaissance was the first epoch-making event of the age followed by Industrial Revolution and migration to New Lands like U.S., Australia, Canada and Newzealand. All these factors are responsible for the enrichment of the English language and making a fit language for all purposes – trade and commerce, science and technology, and language of communication on international level.

English in the Renaissance was much more plastic than now, Adjectives appear as adverbs, or nouns, or verbs and there was no rigid grammatical rules. It was the age with the characteristics of youth-vigour, a attempts were being made for a uniform standard language, yet there existed a considerable variety of use-alternative forms in the grammer experiments with new words, variations in pronunciations and spelling.

Thirdly it was the period when drastic changes were being made to make it a standard language. There was a great vowel shifting exercise which brought about a lot of changes in pronunciation and spellings. It was the period when **“thought was liberated and broadened so that it broke its scholastic frame-work, a rebellion against spiritual authority rewonder at the heavens and the earth as they were revealed by the discoveries of the navigators and astronomy; superior beauty was perceived in the literature of classical antiquity, particularly in the recent recovered works of ancient Greece.”**

Historically speaking **“The age was important for its intellectual progress, for the introduction of printing, for the discovery of America, for the beginning of the Reformation, and the growth and for the growth of political power among the common people.”**

There were slight changes in the use of pronouns. Thou, they, thee were no longer used ye was substituted by you. In some cases, the verbs with suffixes were commonly used like telleth, giveth, saith, doth etc. which however took the forms, tells, gives, says by the 17th century. Both the forms were used and one was free to use either.

Conclusion :

The use of **“have wrote”** for **“have written”** was not considered improper or incorrect “says one critic. In Thomas Gray’s ‘Elegy’ (1751) there are spelling of words like **housen for houses, shoon for shoes**. The word service was also pronounced as **sarvice**. Similarly, we find the spelling of words **sartain for certain, conern for concern, divart for divert, clark for clerk, smert for smart** etc.

Chapter 6

Preparation for Examination

Que- What does 'Utopia' in Greek mean?

Ans- 'Utopia' in Greek means Nowhere.

Que- Who was known as the Lord's protectorate?

Ans- Oliver Cromwell was known as the Lord Protectorate.

Que- Who became the King of Puritan Legacy?

Ans- Oliver Cromwell became the king of the Puritan Legacy.

Que- Name three major poems of John Gower?

Ans- Speculum Meditantis (French), Vox Clematis (Latin), and Confessio Amantis (English).

Que- Name any Dream allegory written by William Langland?

Ans- The most Vibrant dream allegory written by William Langland is "Pier Plowman".

Que- Name some attributed to Cynewulf?

Ans- Poems attributed to Cynewulf are - Elene, The Christ, Juliana.

Que- Who was the first to translate poetry to prose?

Ans- Alfred the Great was the first to translate poetry to prose.

Que- Name some poems attributed to Cynewulf's school?

Ans- The wanderer, The Dream of the Rood.

Que- Who was the King of Puritan legacy?

Ans- Oliver Cromwell was the king of the Puritan legacy.

Que- What was the original language of the Bible?

Ans- Bible was originally written in Hebrew (Latin).

Que- When was Charles 1 Executed?

Ans- Charles 1 was executed in 1649.

Que- What is an old English period?

Ans- Old English period indicates the traditions, language, and literature written or spoken in England in the time of Anglo Saxons.

Que- Who is regarded as the first poet in the old English Period?

Ans- Caedmon.

Que- What do you know about old English themes of poetry?

Ans- Old English poetry was written when there were battles, conflicts, and struggles. It has common themes of morality, bravery, and religious values, supernaturalism, bloodshed were important themes.

Que- What were the two old English poetry styles?

Ans- The heroic Germanic and the Christian style were two important poetry styles.

Que- How has old English poetry survived?

Ans- It has survived in different manuscripts. Some of them are below,

1. Caedmon manuscript or also called Junius Manuscript
2. Vercelli book
3. Exeter Book
4. Nowell Codex or it is also called The Beowulf Manuscript

Que- Who was prominent Prose writer in old English Literature?

Ans- Alfred the king, he has translated various books from Latin into old English. Gregory the Great's and The Pastoral Care were his important translated books.

Que- What is Old English, and during which time period was it spoken?

Ans- Old English is the earliest form of the English language, spoken in England from roughly the 5th century to the 11th century, after which it transitioned into Middle English.

Que- What were the major influences on Old English, both linguistically and culturally?

Ans- Old English was influenced by various Germanic tribes, including the Angles, Saxons, and Jutes. It also borrowed words from Latin due to the influence of the Roman Catholic Church.

Que- What is the significance of the epic poem "Beowulf" in the study of Old English?

Ans- "Beowulf" is one of the most important literary works in Old English and provides valuable insights into the language, culture, and society of the time.

Que- How did the Viking invasions impact the development of Old English?

Ans- The Viking invasions in the 8th and 9th centuries resulted in Norse influence on Old English, leading to borrowings of words and grammatical changes.

Que- What are some distinctive features of Old English grammar and pronunciation compared to Modern English?

Ans- Old English had a complex inflectional grammar, including cases for nouns, gender, and strong and weak verb conjugations. The pronunciation also differed significantly.

Que- How did the Christianization of England affect Old English?

Ans- The conversion to Christianity brought Latin influence into Old English, resulting in the introduction of religious terminology and texts.

Que- What role did the Danelaw play in the preservation of Old Norse linguistic elements in -England?

Ans- The Danelaw was a region in England under Danish control, and it contributed to the preservation of Old Norse elements in the English language, especially in the north and east of England.

Que- Why is the study of Old English important for understanding the history and development of the English language?

Ans- Studying Old English is crucial for understanding the roots of the English language and how it evolved over time. It provides insights into linguistic, cultural, and historical aspects of early England.

Que- Who was King Alfred?

Ans- He was the king of Wessex. He was called Alfred the Great. he became the great king of England. He had defeated Vikings.

Que- Who was Edward the Confessor?

Ans- In 1042 Edward become the king of England. He was very religious that is why he was called Edward the Confessor.

Que- Why Battle of Hasting take place?

Ans- The only reason behind this battle was the death of King Edward and he had to leave the Throne without an heir.

Que- Who won the Battle of Hasting?

Ans- Battle of Hasting won by William the Conqueror, also called the Duke of Normandy. It was fought between Harold the Anglo-Saxon English king And William.

Que- To which country did King Alfred belong? Name one of his prose works?

Ans - Alfred belonged to the ninth century. He was the king of Wessex (871). Alfred is noted for his translation works. He translated or got translated Pastoral Care of Pope Gregory. His other major contribution is compilation of Anglo-Saxon chronicle.

Que- To which century did Alfred belong? What is his principle works?

Ans- Alfred belonged to the ninth century. He was the king of Wessex (871). He translated or got translated Postoral Care of Pope Gregory, the History of the World of Orsius, the Ecclesiastical History of Bede, the consolation of Philosophy is a philosophical work by Boethius, written around the year 524 and the Soliloquies of St. Augustine. The Anglo-Saxon Chronicle inspired and sponsored by Alfred was his greater achievement.

Que- When was England converted to Christianity?

Ans- The most significant landmark in Anglo – Saxon history is the conversion of the people to Christianity. The work began in 597 with Augustine’s mission and was completed in the period upto 605.

Que- Write a short note on Middle English?

Ans- The period from AD 1150 to 1500 is called the age of Middle English in the history of English language. The middle English borrowed lots of words from French and Latin. The Middle English happened to witness the great vowel shift changing the pronunciation of the English long vowels. The grammar also went under some remarkable changes. The gradual loss of inflections and the fixing of word order are the most important changes during this period. The early literature of this phase was exclusively religious in nature.

Que- In Middle English, two consecutive vowels show that?

Ans- In Middle English, two consecutive vowels indicate that the vowel is long. This means that the vowel sound is held for a longer duration compared to a short vowel

sound. This is a common linguistic feature in many languages, including Middle English, to differentiate between short and long vowel sounds.

Que- In which age Romances were famous?

Ans- Middle Age.

Que- When did Modern English emerge?

Ans- Modern English emerged around the late 15th century, following the Middle English period.

Que- What major event had a significant impact on the development of Modern English?

Ans- The printing press, invented by Johannes Gutenberg in the mid-15th century, played a significant role in the standardization and spread of Modern English.

Que- Who is often credited with making significant contributions to the development of Modern English grammar and vocabulary?

Ans- William Shakespeare is often credited with making significant contributions to Modern English through his plays and writings.

Que- Which historical event in 1066 influenced the English language by introducing Norman French influences?

Ans- The Norman Conquest of England in 1066, led by William the Conqueror, introduced Norman French influences into the English language.

Que- What are some key differences between Early Modern English and Present-day English?

Ans- Early Modern English had some differences in spelling, vocabulary, and grammar compared to Present-day English. For example, verb conjugations were more complex, and spelling was less standardized.

Que- What role did the British Empire play in the spread and influence of Modern English worldwide?

Ans- The British Empire played a significant role in spreading Modern English around the world, making it a global lingua franca and influencing the development of various English dialects.

Que- Which English playwright is known for popularizing many idiomatic expressions and phrases still used in Modern English today?

Ans- Alongside William Shakespeare, Christopher Marlowe is also known for popularizing many idiomatic expressions and phrases still used in Modern English. In the Middle English period, Northern replaced what is known as Northumbrian in the Old English period. Similarly, Midland takes the place of Mercian, and Southern is used for the older West-Saxon. Kentish continues to retain its name.

The texts for these dialects are numerous, emerged towards the end of the 14th century, and got established as the standard language of English.

Ques. Discuss the role of Middle English

Ans The Middle English period (1100-1500) was marked by many momentous changes. The change of this period affected English in both its grammar and its vocabulary. Thus in the grammar reduced English from a highly inflected language to an extremely analytical one. At the beginning of the period English looks a **foreign tongue** : at the end it is **Modern English**.

Middle English, evolved out of king Alfred's English, showed tendencies of inflexional decay. Characterized as one of levelled inflexions' Endings of the noun, adjective, case and gender in pronunciation as to lose their distinctive form. The full vowel ending, such as '-a', '-u', '-e', '-an', '-um' etc. were reduced generally to uniform – which now became mute at the end of the Middle English period.

In Middle English the genitive form was originally limited to masculine and neuter nouns. Middle English also disappeared at the close of the period, along with so many strong past participles in '-en'. The present participle changed its ending from '-ende' to '-ing'.

In the Middle English period it began regularly to replace the simple form in negative and interrogative sentences ('Do you see?' 'No. I don't see'). The use of this verb has been quite recently extended in American. Which now says 'Do you have?' and, 'I don't have' for 'Have you?'

Word-order was not so important as in Middle or Modern English.

Another important characteristic of Middle English was the loss of grammatical gender. In Old English as in Modern French and German, the gender of nouns had no link

with their meaning and was sometimes in direct opposition to it. Thus, 'wifmann' ('woman') was masculine, while 'wif' ('woman') and 'cild' ('child') were neutral.

Another characteristic of Middle English is the apparent greater diversity of dialects. The French scribes and the English scribe trained in French schools in the Middle English period recorded the sounds they heard by whatever spellings seemed to them most appropriate. After the Norman Conquest, French became the language of the court and the 'elite'.

One of the Middle English spelling devices was to write 'u' as 'o' in the neighbourhood of m, v, n and w. This explains the 'o' spellings in words like come, love, fowl and son. The French influence was less effective the total number of French words adopted into English during the period concerned was slightly over ten thousand. Of these about 75 percent are still in current use. The spelling, vocabulary and, to some extent, pronunciation underwent a sea-change in the Middle English period.

Another characteristic of Middle English is the considerable change in the Old English pronominal system. The first person singular 'ic' (O.E.) had also become the modern 'I' by the beginning of the 13th century. The Middle English period as a full-fledged phenomenon. It marked rather the end of the highly inflected O.E. period and heralded the dawn of the no inflected 'Modern English Period'.

Que- How did the English Language travelled from the old form to the standard English.

Ans- Of all the Middle English dialects, Midland enjoyed the pride of place. Chaucer wrote in East Midland, which was destined to be, the standard language of English. In the first place, East Midland occupied a middle position between the extreme divergences of North and South. Less conservative than the southern dialect, less radical than the Northern, it moved gradually on in 1385.

The East Midland dialect became the established form of writing in England.

Thirdly, the two great universities of the country were located in this area. Hence Oxford and Cambridge did much in spreading the knowledge of East Midland.

Fourthly, East Midland was also being spoken in and around London. After having analysed the reason for East Midland becoming the recognised form of speech and writing. The Norman conquest influenced the English language very much. Walter Map, who lived at

the end of the twelfth century and in the beginning of the 13th century, tell us that French in English was regarded as old-fashioned and dialecta.

Edward III in 1362 opened parliament by addressing it in English. English was once more becoming the tongue of the educated. John of Trevisa recorded in 1385 that English was the language of the people, Latin of learning, and French was used to exhibit the fashion of polite society.

In the 14th century began a movement in favour of the native tongue, and French, which reached its highest influence in the 13th century. The first English document discovered in the British Museum and the public record office are the 14th century.

It has been customary to regard Chaucer as the father of Modern English and to attribute to his genius the literary language of English.

To sum up, Midland being centrally placed, succeeded in drawing people to self and in relegating other contemporary dialects to the country side, and thus making them quite exiguous.

In the Tudor times, the Bible and the prayer Book written in the dialect of Chaucer and Wyclif afforded force and momentum to the growth of English. During the Elizabethan age, Spenser, Shakespeare, Sidney, and host of other brilliant writers contributed much to the suitability and effectively of expression in the language. The first clear recognition of the fact that the London English was the standard written language, does not occur until 1589, when *Art of English Poesy* attributed to George Puttenham, was published.

Middle English is a natural progression of Old English. The year 1066, the Duke of Normandy defeated the English King and annexed Britain to his dominion. As a result, the Normans, mostly speaking French, came into close contact with the Britain. Chaucer began writing with the translation of **Le Romount de la Rose**.

1. Southern, in this dialect we have '**Lives of St. Catherine and St. Juliana.**'
2. Kentish. It is represented by the Kentish sermons.
3. Midland. It has given us a delightful work, namely '*Piers the Plowman*' by William Langland.

In the Middle English period. Northern replaced what is known as Northumbrian in the Old English period. Similarly, Midland takes the place of Mercian. and Southern is used for the older West-Saxon. Kentish continues to retain its name.

The texts for these dialects are numerous, emerged towards the end of the 14th century, and got established as the standard language of English.

The Middle English period (1100-1500) was marked by many momentous changes. The change of this period affected English in both its grammar and its vocabulary. Thos in the grammar reduced English from a highly inflected language to an extremely analytical one. At the beginning of the period English looks a **foreign tongue** : at the end it is **Modern English**.

Middle English, evolved out of king Alfred's English, showed tendencies of inflexional decay. Characterized as one of levelled inflexions' Endings of the noun, adjective, case and gender in pronunciation as to lose their distinctive form. The full vowel ending, such as '-a', '-u', '-e', '-an', '-um' etc. were reduced generally to uniform – which now became mute at the end of the Middle English period.

In Middle English the gentive form was originally limited to masculine and neuter nouns. Middle English also disappeared at the close of the period, along with so many strong past participles in '-en'. The present pasticiple changed its ending from '-ende' to '-ing'.

In the Middle English period it began regularly to replace the simple form in negative and interrogative sentences ('Do you see?' 'No. I don't see). The use of this verb has been quite recently extended in American. Which now says 'Do you have?' and, 'I don't have' for 'Have you?'

Word-order was not so important as in Middle or Modern English.

Another important characteristic of Middle English was the loss of grammatical gender. In Old English as in Modern French and German, the gender of nouns had no link with their meaning and was sometimes in direct opposition to it. Thus, 'wifmann' ('woman') was masculine, while 'wif' ('woman') and 'cild' ('child') were neutral.

Another characteristic of Middle English is the apparent greater diversity of dialects. The French scribes and the English scribe trained in French schools in the Middle English period recorded the sounds the heard by whatever spellings seemed to them most appropriate. After the Norman Conquest. French became the language of the court and the 'elite'.

One of the Middle English spelling devices was to write 'u' as 'o' in the neighbourhood of m, v, n and w. This explains the 'o' spellings in words like come, love, fowl and son. The French influence was less effective the total number of French words

adopted into English during the period concerned was slightly over ten thousand. Of these about 75 percent are still in current use. The spelling, vocabulary and, to some extent, pronunciation underwent a sea-change in the Middle English period.

Another characteristic of Middle English is the considerable change in the Old English pronominal system. The first person singular 'ic' (O.E.) had also become the modern 'I' by the beginning of the 13th century. The Middle English period as a full-fledged phenomenon. It marked rather the end of the highly inflected O.E. period and heralded the dawn of the no inflected 'Modern English Period.

Que- Write a note on the Modern English. What are its characteristics?

Ans- Modern English period is said to have started in 1453 A.D. with the fall of Constantinople into the hands of the Turks and the consequence spread of the Greek scholars on the Continent. We witness no fewer than four world-shaking events by the end of the fifteenth century leaving their traces on it. These four events are : the renaissance, the Reformation, the invention of printing by Caxton in 1476, and the discovery of America in 1492 by Columbus.

The Renaissance brought many Greek words in its train and there was a great influx of these into English, in addition to such as had been previously introduced through the medium of Latin. Greek began to be taught at Cambridge about 1540.

The Reformation accelerated the struggle of the English nation against the corrupt authority, of the Catholic Church and the Pope of Roime. Directly the East Indian Company, set up in 1600 A.D. began to show its armed victories with the battle of Plassey in 1757. The result was the inevitable introduction of numerous East Indian words into English. English has also borrowed words from Dutch, (in quite modern times). Russian, Turkish and Hungarian, besides many of its colonies.

The Elizabethans enjoyed a great freedom of expression and "the result was a language of unsurpassed richness and beauty, which however, defies all rules. To the Elizabethan it seemed as if almost any word could be used in any grammatical relation- adverbs for verbs for nouns or adjectives, nouns and adjectives for verbs and adverbs" (L.P. Smith).

With the Restoration came a new age of French influence. Charles II and his Court had lived long in France. French fashions were supreme in the English court, polite speech

and literature were once more filled with French expressions. The French words borrowed during this period were not naturalized.

The Augustan age was though all for the preservation of many Latin words and even of syntax, the voices for the 'purification' and removal of 'cumbersomeness'. With the Romantic Movement there was an increased historical sense and a keen interest in the past. The age discarded the gaudy and 'inane phraseology by the school of pope.

During the Victorian age. English has been commanding a matchless position in the family of world-Language. As the time is science-oriented, our language has also become more and more scientific.

The most important features of the early Modern English period are the Great Vowel shift and the rise of Standard English. English long vowels and the obvious result was the most characteristic differences between Chaucerian pronunciation and that of the present day.

The Middle ages had been Keenly interested in matters of philosophy and religion, whereas Man has now drifted towards science and agnosticism. Another characteristic of Modern English is the freedom from dry lexicography, literal pedantry, and other cumbersome adumbrations. Nouns are being used adjectives, as in 'bustation and 'boy-friend': verbs are employed as nouns, e.g., 'a wash', 'a cut', etc.

To sum up, English has the brightest prospect for becoming an international language in the near future.

Que- Discuss the Celtic, Scandinavian, French & American influence upon English.

Ans- English has crossed many a 'stream'. As a result, foreign elements have passed into it.

(a) Celtic : The Celtic elements in early English is practically non-existent. In the past a number of Celtic words in English were usually over estimated so that the tendency of study has to lessen rather than to increase the list, Henry Bradley says, **"Modern investigation has shown that the number of Celtic words which are found in English before the 12th century are less than a dozen, and of these several appear from their form to have been learnt not from the Britons but from the Irish missionaries from Iona to Northumbria"**.

Anglo-Saxons conquered the Celts and relegated them to the position of slaves. They are also known as the Ancient Britons, who were actually the aborigines of England. Their language persisted in those regions which were not over-run by the Anglo-Saxon, and still survives as **Welsh, Scotch, Gaelic and Irish and Manx**.

Celtic words appear to have entered the language during the Middle Ages, though English words were freely adopted by Celtic during that period. In the sixteenth century, a few Gaelic words filtered in, mostly from Ireland, for English had no direct contact with the Scottish Highlands.

The great rush of Scotch Gaelic words began in the mid 18th century, the picturesque scenery of the Highlands began to attract visitors from the south, Johnson and Boswell, who mention and explain words belonging to the landscape, such as 'cairn' and 'loch', or characteristic of the highlanders, such as 'claymore' and 'coronch'.

The Anglo-Saxon Chronicle reports that at Andredes-ceaster or Pevensey a struggle occurred between the native population and the newcomers and "not a single Briton was left alive." Even where such a genocide on mass scale did not occur, the conquerors allowed a fewer survivals of the Celtic population.

The 'Thames' is a Celtic river name, and various Celtic words for river or water are preserved in the names 'Avon', 'Exe', 'Usek', 'Dover', and 'Wye' Celtic words meaning 'hill' are found in place-names like 'Barr', 'Breson' and others. Certain other Celtic elements occur more or less frequently such as 'cumb' (a deep valley) in names like 'Duncombe'. 'Holcombe', 'Winchcombe', 'torr' (high rock, peak) in 'Torr', 'Torcross', 'Torhill', 'Pill' (a tidal creek) in 'pulle', 'huntpill', and 'brocc' (badger) in 'Brockholes', 'Brockhalls', etc.

(b) Scandinavian :

Near the end of the Old English period, the Danes came to England. They were the inhabitants of Scandinavia and Denmark, one time neighbours of the Anglo-Saxon and closely related to them in language and blood. But in the eighth century a change, economic, possibly political, occurred in this area and made them restless and adventurous. They began a series of attacks upon all the lands adjacent to the North Sea and the Baltic. The Swedes established a kingdom in Russia; Norwegians colonized parts of the British Isles, the Faroes and Iceland, and from there pushed on to Greenland and the coast of Labrador; the Danes founded the dukedom of Normandy and finally conquered England in the beginning of the eleventh century under their wise and spirited king. Cnut. The king of Denmark began to rule England capital.

There are three well marked stages of the Scandinavian attacks upon England.

- (1) the period of early raids, beginning according to the Anglo-Saxon Chronicle in 787 and continuing until about 850.

- (2) the period that included the work of large armies and is marked by widespread plundering in all parts of the country and by extensive settlements, extending from 850 to 878.
- (3) the period of political adjustment and assimilation from 878 to 1042. During this period, the Danes agreed to accept Christianity.

As the Anglo-Saxons and the Danes came closer due to the historical facts noted above, their language also left their marks on each other. Chronologically, the Scandinavian influence upon the English language is the third important element.

The Scandinavian word meant a 'vision of the night'. Thus while the form of the word 'dream' is English, its sense is Norse. So powerful was the Danish influence that not only nouns, adjectives and verbs were borrowed, but even pronouns as 'they', 'their' also came from the same source.

While Norse words began to enter the spoken language in the times of the Danish supremacy, they entered but slowly into the written language and hence only a few appear before the close of the Old English period. Examples of those words which have come down to modern times are : call, crave, fellow, haven, husband, hustings, knife, law, take, and wrong.

- (1) In Teutonic words the sound combination of 'sk' (sometimes 'sc') points to the Norse origin. Examples are : sky [scarce, scan, scream, scrab, skull, skin, skill, skull, scant, bask, etc.
- (2) Teutonic words with hard 'k' or 'g' where genuine English words would have 'y', 'j' or 'ch' may be regarded as of Norse origin : examples are : given, gift, get, guest; also the words drag, dregs, egg, flag.
- (3) Teutonic words with 'ei' or 'ai' are also Norse, examples are : hail raid, raise, reindeer, swain, gait, their, wait, etc.

We find many Scandinavian words dealing with administration. The Danes re-organized the administrative machinery and introduced a powerful law throughout the ekingdon. The very word 'Law' is Scandinavian.

The Scandinavian words are mostly short and their shortness is in harmony with the monosyllabic character of the native stock as a whole. Owing to this fact, they are far less felt as foreign words than any other. The Scandinavian element is to be felt in English Grammar.

We have such pronouns as 'they', 'them', 'their', from this source. One more Scandinavian pronoun is 'same'. We also find such pronominal adverbs as 'hethen', 'whethen', (hence, thence, 'whence') which displaced the native forms 'heonan', 'thana', 'hwanan'.

The use of 'shall' and 'will' and the universal place of the genitive case before its nouns placed it very often after it (are due to Scandinavian influence was considerable. Because of its extent and the intimate way in which the borrowed elements were incorporated, it is one of the most interesting of the foreign influences that have contributed to the English language.

Que- Write a short essay on Renaissance English.

Ans- The Renaissance was an intellectual rebirth which "showed itself in the effort of the individual to free himself from the rigid institutions of the Middle Ages, feudalism and the church; and to assert this right to live, to think and to express himself in accordance with a more flexible secular code". (Moody and Lovett).

Renaissance, as Symonds points out, "denotes the whole transition from Middle Ages to the modern world." Michelet calls it "The discovery by man of himself and of the world". Sichel also remarks: "It was a movement, a revival of man's power, a reawakening of consciousness of himself and of the universe." In the words of Tillyard "Renaissance was the manifestation of new life, and outburst of virtuous flowering after the cramping restraints and withering asceticisms of the Middle Ages.

The renaissance, was an intellectual movement for the revival of Latin and Greek classics which began to permeate and stir English mind latter half of the fifteenth century. The study of Latin and Greek introduced the people of England to a new world of glamour and splendour of classics in the literary circles, language is always undergoing changes, modification alteration and transformation but the renaissance movement gave it fillip and accelerated its pace.

Its first impact was noticeable in the wide manifestation of a conscious interest in the English language and an awareness of its problems. Books, pamphlets, prefaces, and other such literature came out defending a national language. English being most suitable and preferable they defended the English language against the foreign language like French, Latin or Greek.

A number of books came out in its defence which laid emphasis on proper pronunciation of English for the guidance of foreigners as well as for all other who found

native dialect not conforming to the standard language of London. Thus Renaissance was the first epoch-making event of the age followed by Industrial Revolution and migration to New Lands like U.S., Australia, Canada and Newzealand. All these factors are responsible for the enrichment of the English language and making a fit language for all purposes – trade and commerce, science and technology, and language of communication on international level.

English in the Renaissance was much more plastic than now, Adjectives appear as adverbs, or nouns, or verbs and there was no rigid grammatical rules. It was the age with the characteristics of youth-vigour, a attempts were being made for a uniform standard language, yet there existed a considerable variety of use-alternative forms in the grammer experiments with new words, variations in pronunciations and spelling.

Thirdly it was the period when drastic changes were being made to make it a standard language. There was a great vowel shifting exercise which brought about a lot of changes in pronunciation and spellings. It was the period when **“thought was liberated and broadened so that it broke its scholastic frame-work, a rebellion against spiritual authority rewonder at the heavens and the earth as they were revealed by the discoveries of the navigators and astronomy; superior beauty was perceived in the literature of classical antiquity, particularly in the recent recovered works of ancient Greece.”**

Historically speaking **“The age was important for its intellectual progress, for the introduction of printing, for the discovery of America, for the beginning of the Reformation, and the growth and for the growth of political power among the common people.”**

There were slight changes in the use of pronouns. Thou, they, thee were no longer used ye was substituted by you. In some cases, the verbs with suffixes were commonly used like telleth, giveth, saith, doth etc. which however took the forms, tells, gives, says by the 17th century. Both the forms were used and one was free to use either.

Conclusion:

The use of **“have wrote”** for **“have written”** was not considered improper or incorrect “says one critic. In Thomas Gray’s ‘Elergy’ (1751) there are spelling of words like **housen for houses, shoon for shoes**. The word service was also pronounced as **sarvice**. Similarly, we find the spelling of words **sartain for certain, conern for concern, divart for divert, clark for clerk, smert for smart** etc.

Que- What is phonetics?

Ans- Phonetics is the study of speech sounds and their physical properties.

Que- What's the difference between a consonant and a vowel?

Ans- Consonants involve partial or complete closure of the vocal tract, while vowels do not.

Que- What's the primary difference between voiced and voiceless sounds?

Ans- Voiced sounds involve vibration of the vocal cords; voiceless sounds do not.

Que- What's coarticulation in speech?

Ans- Coarticulation is the influence of one sound on the articulation of neighboring sounds in connected speech.

Que- What is a minimal pair in phonetics?

Ans- A minimal pair is a pair of words that differ by only one sound, and changing that sound changes the meaning (e.g., "cat" and "bat").

Que- What are allophones in phonetics?

Ans- Allophones are variations of a phoneme in a particular language; they don't change the meaning of a word.

Que- What is stress in phonetics?

Ans- Stress is the emphasis placed on a syllable or word when speaking, affecting its pronunciation and meaning.

Que- What is intonation in speech?

Ans- Intonation refers to the rise and fall of pitch in speech, which conveys information about mood, attitude, and sentence structure.

Que- How do you denote a nasal sound in IPA?

Ans- A nasal sound is denoted by placing a tilde (~) before the relevant IPA symbol (e.g., [m] for the English sound in "man").

Que- What is the articulatory phonetics branch concerned with?

Ans- Articulatory phonetics studies how speech sounds are physically produced by the human vocal tract.

Que- How does perception relate to phonetics?

Ans- Perception in phonetics involves how humans hear and interpret speech sounds, distinguishing them from one another.

Que- What is word formation in linguistics?

Ans- Word formation is the process of creating new words in a language. It involves combining or altering existing words or word parts to generate novel words that convey specific meanings.

Que- What is the difference between derivation and compounding in word formation?

Ans- Derivation involves adding affixes (prefixes or suffixes) to existing words to create new ones. Compounding, on the other hand, involves combining two or more whole words to form a new compound word.

Que- Give an example of word formation through affixation.

Ans- An example of word formation through affixation is "happiness." The base word "happy" is transformed into a noun by adding the suffix "-ness."

Que- What is the process of blending in word formation?

Ans- Blending is a word formation process in which parts of two or more words are combined to create a new word. For example, "brunch" is a blend of "breakfast" and "lunch."

Que- Explain the term "back-formation" with an example.

Ans- Back-formation is a word formation process where a new word is created by removing an affix from an existing word that was mistakenly believed to be derived from it. An example is "edit" being formed from "editor," even though "editor" was not derived from "edit."

Que- What is a portmanteau in word formation, and provide an example.

Ans- A portmanteau is a word formed by blending parts of two or more words and their meanings. For instance, "smog" combines "smoke" and "fog" to describe a type of air pollution.

Que- How do compound words differ from phrases in word formation?

Ans- Compound words are single words formed by combining two or more words (e.g., "teapot"). Phrases are groups of words that convey meaning but are not fused into a single word (e.g., "cup of tea").

Que- What role do acronyms play in word formation?

Ans- Acronyms are formed by taking the initial letters of a group of words and pronouncing them as a single word. For example, "NASA" stands for "National Aeronautics and Space Administration."

Que- Explain reduplication as a word formation process.

Ans- Reduplication involves repeating all or part of a word to create a new word with modified meaning. An example is "boo-boo" to refer to a minor injury or mistake.

Que- How does word formation vary across languages and cultures?

Ans- Word formation varies across languages and cultures due to differences in linguistic structures, historical influences, and the need to express unique concepts. Some languages may rely more on derivation, while others favor compounding or other processes.

Que- What is the main goal of translation?

Ans- In most cases, its primary objective is to accurately convey the original meaning while respecting the target audience's cultural values and understanding. Translating materials into other languages has become increasingly important in a globalized world where people communicate daily across cultural boundaries.

Que- What is the most important part of translation?

Ans- The most important thing in translation is for the target audience to clearly understand the translated text, which should flow naturally in the target language. The purpose of translation is to make text in a certain language understandable in another language.

The best translators will correctly capture the meaning of the source content and ensure accuracy in terms of language and style. Translation is not just about taking a text in one language and presenting it in another. You must also capture the spirit of the material and be able to put it all in context.

Que- What are the important elements of translation?

Ans- We will always match your project with a translator who is a subject matter expert and has the skills to replicate the source style in your target language.

1. Use the right tools

As mentioned, translation memory makes translations more accurate and consistent, as well as reducing costs. Essentially, translation memory is a database containing previously translated words and phrases for your company, saving the translator time, and ensuring superior output.

2. Specialised knowledge

Translation is not just a linguistic challenge; the context of an industry or subject matter is absolutely essential. With almost 20 years of experience, our teams of translators are often post graduates in the specific subject you're translating in your industry, alongside being language specialists too. We have wide-ranging sector experience across a variety of industries. From manufacturing to financial services to biotechnology and pharmaceuticals, we can rise to any challenge. We have translated 73 million words for 1,380 customers since 2003. Check out our reviews on Trustpilot to see why our customers keep coming back.

Que- What are the best translation methods?

Ans- 1. Word-for-word translation

Linguists translate individual words according to their most literal meaning with little or no consideration of context. Because word-for-word does not take into account grammatical, semantic or cultural differences between languages, the original word order remains as is. Typically, word-for-word translation does not render quality translations (think machine translation), although the reader should note that word-for-word works well on documents like medical research reports.

2. Literal translation

When it comes to literal translation, linguists translate grammatical structures of source text into close equivalents in the target language. In this case, words are translated without paying attention to connotations between them. Contrary to the word-for-word method, literal translation focuses on context and strives to find metaphorical equivalents in the target language.

3. Communicative translation

Reflecting the exact contextual meaning of the source text into the target language defines communicative translation. Readers receive a fully understandable, acceptable message. Communicative translation considers context, culture, grammar, and semantics, thus preferred by many specialists. Although it is not always the most technically accurate option, it communicates meaning in a natural way and is frequently used when translating text that contains culture-specific idioms, proverbs, or word play.

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Que- What is a translation method?

Ans- According to Peter Newmark, translation methods refer to activities on an entire document. On the other hand, translation procedures apply to smaller units such as sentences.

Choosing the appropriate method facilitates the translation process so that content conveys the right meaning in the target culture appropriately. At Acculing, we understand that different circumstances require different translations, and so we tailor our strategies and methods accordingly.

Que- English to Hindi Translation: Introduction

Ans- In simpler terms, if there is a sentence in English, translation means changing the language of that sentence without changing its meaning. We will understand with an example. Let us take the following translation:

English: Today is a beautiful day.

Hindi: आज बहुत सुन्दर दिन है।

Now let's see how it would change the meaning with the following sentence:

Hindi: आज बहुत अच्छा दिन है।

The first Hindi translation conveys exactly what the English sentence meant: today is a beautiful day. However, the second Hindi Translation may seem right but conveys something very different: today is a good day. The difference? The first translation talks about the visual beauty of the day, while the second one says the day feels good. The change may seem small but it makes a huge difference.

This takes us to the next question: Can everyone translate?

Who Can Translate?

English is a language that is used in almost every part of the world. It is instrumental in connecting different parts of the world, which has greatly aided globalization. In most developing countries, English is fast becoming a widely spoken language.

Translation has the following requirements:

Fluency in the original language (here English/Hindi)

Fluency in the target language (here English/Hindi)

Comprehension skills in both languages

Writing skills in both languages

Listening skill (for audio-based translation)

So, with these 5 requirements, translation is a skill that needs the translator to be excellent in both languages. This means spoken, written, and grammar. Only with these aspects of both languages mastered can someone take up translating.

what was meant. Without context, most sentences may not make sense, especially spoken ones. The only sentences that may not require context even while translating are facts. For example, saying “the sun rises in the east” does not require context to translate.

Awareness

Translation in general requires the translator to be well-read and socially aware of the way in which both languages are currently changing. From formal to informal, the way sentences are structured different. Knowing these differences exist, why they exist, and where they should be applied is a skill every translator should have.

For example, translating an article from English to Hindi require awareness of English phrases, the different ways in which the same word can be used to mean different things, and how you can convey the same meaning in Hindi.

Practice

In the end, all of this will only be effective with practice. With these aspects in mind and the following tips, you will be able to add translation to your skillset in no time.