

# Course Material for Language 1

## Syllabus:

### CORE COURSE - 5: (L1-1) Language, Variety and Stylistics

1. Language & Communication – distinctness of human language
2. Language varieties – Standard & Non-standard Language, Formal & Informal
3. Difference between Declarative and Expressive forms of language – when Statement becomes Expression
4. Register, Collocation and Style
5. Writing Composition: Letter Writing, Essay Writing

## 1. Language & Communication – Distinctness of Human Language

### 1. What is human language? 5 Marks

**Ans.**

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” – Edward Sapir

Language is an organization of sounds, of vocal Symbols. The sounds produced from the mouth to convey some meaningful message. Language is a systematic verbal symbolism; it makes use of verbal elements such as sounds, words, phrases, which are arranged in certain ways to make sentences. Language is vocal in as much as it is made up of sounds which can be produced by the organs of speech. It also means that speech is primary to writing. There are several languages in the world which have no writing systems, yet they are languages because they are spoken. Music and singing also employ vocal sounds, but they are not language.

### 2. Briefly discuss the characteristics of human language that distinguish it from non-human language. 10 Marks/5 Marks (Two or Three Characteristics)

**Ans.**

#### (i) Language is a means of communication

Language is the most powerful, convenient and permanent means and form of communication. Non- linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road signs, flags, Braille alphabets, the symbols of mathematics and logic, etc. are also means of communication, yet they are not as flexible, comprehensive, perfect and extensive as language is. Language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions, feelings; it is through it they store knowledge, transmit message, transfer knowledge and experience from one person to another, from one generation to another. It is through it that humans interact. It is language again that yokes present, past and future together.

#### (ii) Language is a social phenomenon

Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, an indispensable set of rules which permits its members to interact with each other to co-operate with each other: it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations. It is as a member of society that a human being acquires a language.

**(iii) Language is unique, creative, complex and modifiable**

Language is a unique phenomenon of the earth. Each language is unique in its own sense. By this we do not mean that languages do not have any similarities. Despite their common features, each language has its peculiarities and distinct features. Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have said or heard before any yet which both sides understand without difficulty. Language changes according to the needs of society.

**(iv) Language is arbitrary**

By the arbitrariness of language we mean: there is no inherent or logical relation or similarity between any given feature of language and its meaning. That is entirely arbitrary, that there is no direct, necessary connection between the nature of things or ideas language. Furthermore, these are at variation in different languages of the world and have no uniformity.

**(v) Language is systematic**

Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Though symbols in each human language are finite; they can be arranged infinitely, that is to say, we can produce an infinite set of sentences to a finite set of symbols.

**(vi) Language is both linguistic and communicative competence**

A language is an abstract set of psychological principles and sociological consideration that constitute a person's competence as a speaker in a given situation. These psychological principles make available to him an unlimited number of sentences he can draw upon in concrete situations and provide him with the ability to understand and create entirely new sentences. Hence language is not just a verbal behaviour; it is a system of rules establishing correlations between meanings and sound sequences. It is a set of principles that a speaker masters; it is not anything a speaker does. In brief, a language is a code which is different from the act of encoding. It is a speaker's linguistic competence rather than his linguistic performance. But mere linguistic or communicative competence is not enough for communication; it has to be coupled with communicative competence. This is the view of the sociologists who stress the use of language according to the occasion.

**Or,**

**(you can write the answer also in this short form)**

- 1. Displacement:** Capacity to produce messages that can refer to past and future time, and to other locations.
- 2. Arbitrariness:** There is no one-to-one correspondence between a linguistic form and its meaning. Meaning is always arbitrary and maintained by convention.
- 3. Productivity:** The ability to be creative and to produce utterances not heard before.
- 4. Cultural transmission:** Language does not develop automatically if there is no culture to transmit it to the young members.
- 5. Discreteness:** The sounds used in language are meaningfully distinct and discrete.

**6. Duality:** Distinct sounds and distinct meanings. It is one of the most economical features of human language, since with a limited set of distinct sounds we can produce a very large number of sound combinations.

❖ **The Difference between Human Language and Animal Communication**

• **Duality of Patterning:**

The primary difference is known as duality of patterning, or structure. Each human language has a fixed number of sound units called “phonemes”. These phonemes are combined to make morphemes, the smallest unit of sound that contains meaning. Thus, language has got two levels of patterning that are not present in other animals' communication.

• **Creativity**

Yet another distinctive feature is creativity. Human beings use their linguistic resources to produce new expressions and sentences. They arrange and rearrange phonemes, morphemes, words, and phrases in a way that can express an infinite number of ideas. This is also called the open-endedness of language. Animal communication is a closed system. It cannot produce new signals to communicate novel events or experiences.

• **Displacement**

Human language can talk about things that aren't happening here or now. Other animals react only to stimuli in the present. Human beings can talk of real or imaginary situations, places, or objects far removed from their present surroundings and time. Other animals, on the other hand, communicate in reaction to a stimulus in the immediate environment, such as food or danger. Because of this, human language is considered context-free, whereas animal communication is mostly context bound.

• **Interchangeability**

Human language is interchangeable between sexes. But certain communications in animal world are performed only by one gender. For example, bee dancing is only performed by worker bees, which are female.

• **Cultural Transmission**

Human language is culturally transmitted, or taught. Other animals communicate largely with signs they are born knowing. Human beings brought up in different cultures acquire different languages. Man can also learn other languages via the influence of other cultures. Animals lack this capacity. Their communication ability is transmitted biologically, so they are unable to learn other languages.

• **Arbitrariness**

Human language is a symbolic system. The signs, or words, in language have no inherent connection to what they signify, or mean (that's why one object can have so many names in different languages). These signs can also be written with the symbols, or alphabet, of that language. Both verbal and written language can be passed down to future generations. Animal communication is not symbolic, which means ideas cannot be preserved for the future.

• **Biology**

Biological differences also play a vital role in communication. Human vocal cords can produce a large number of sounds. Each human language uses a number of those sounds. Animal and birds have entirely different biological structures, which impact the way they can form sounds.

**3. What do you understand by ‘arbitrariness’ of language? Give examples.**

**Ans.** In linguistics, arbitrariness is the absence of any natural or necessary connection between a word's meaning and its sound or form. An antithesis to sound symbolism, which does exhibit an apparent connection between sound and sense, arbitrariness is one of the characteristics shared between all languages.

As R.L. Trask points out in *Language: The Basics*, "the overwhelming presence of arbitrariness in language is the chief reason it takes so long to learn the vocabulary of a foreign language." This is largely due to confusion over similar-sounding words in a secondary language.

Trask goes on to use the example of trying to guess the names of creatures in a foreign language based on the sound and form alone, providing a list of Basque words — "zaldi, igel, txori, oilo, behi, sagu," which mean "horse, frog, bird, hen, cow, and mouse respectively" — then observing that arbitrariness is not unique to humans but instead exists within all forms of communication.

**4. What is communication? Write a short article on various types of communication?  
10 Marks**

**Ans.**

Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.

Methods of communication vary, and you are almost certainly familiar with all of them. Let's take a look at some of the primary methods.

**Interpersonal Communication**

In simple terms, interpersonal communication is the communication between one person and another (or others). It is often referred to as face-to-face communication between two (or more) people. Both verbal and nonverbal communication, or body language, play a part in how one person understands another. In verbal interpersonal communication there are two types of messages being sent: a content message and a relational message. Content messages are messages about the topic at hand and relational messages are messages about the relationship itself. This means that relational messages come across in how one says something and it demonstrates a person's feelings, whether positive or negative, towards the individual they are talking to, indicating not only how they feel about the topic at hand, but also how they feel about their relationship with the other individual.

**Non-Verbal Communication**

Nonverbal communication describes the processes of conveying a type of information in the form of non-linguistic representations. Examples of nonverbal communication include haptic communication, chronemic communication, gestures, body language, facial expressions, eye contact, and how one dresses. Nonverbal communication also relates to intent of a message. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating. Speech also contains nonverbal elements known as paralanguage, e.g. rhythm, intonation, tempo, and stress. It affects communication most at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotion. According to Lesikar and Pettit, "Nonverbal communication means all communication that occurs without words (body movements, space, time, touch, voice patterns, color, layout, design of surroundings)".

**Verbal communication**

Verbal communication is the spoken or written conveyance of a message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages. Language learning normally occurs most intensively during

human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. Languages tend to share certain properties, although there are exceptions. There is no defined line between a language and a dialect. Constructed languages such as Esperanto, programming languages, and various mathematical formalism is not necessarily restricted to the properties shared by human languages.

### **Business communication**

Business communication is used for a wide variety of activities including, but not limited to: strategic communications planning, media relations, public relations (which can include social media, broadcast and written communications, and more), brand management, reputation management, speech-writing, customer-client relations, and internal/employee communications. Companies with limited resources may choose to engage in only a few of these activities, while larger organizations may employ a full spectrum of communications.

### **5. Briefly discuss two non-verbal modes of communication 5 Marks**

#### **Ans.**

Nonverbal communication (NVC) between people is communication through sending and receiving wordless clues. It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics). It can also include chronemics (the use of time) and oculosics (eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate).

#### **Haptics**

Haptics is the study of touching as nonverbal communication, and haptic communication refers to how people and other animals communicate via touching. Touch is an extremely important sense for humans; as well as providing information about surfaces and textures it is a component of nonverbal communication in interpersonal relationships, and vital in conveying physical intimacy. It can be both sexual (such as kissing) and platonic (such as hugging or tickling). Touches among humans that can be defined as communication include handshakes, holding hands, kissing (cheek, lips, hand), back slapping, high fives, a pat on the shoulder, and brushing an arm. Touching of oneself may include licking, picking, holding, and scratching. These behaviors are referred to as “adapters” or “tells” and may send messages that reveal the intentions or feelings of a communicator and a listener. The meaning conveyed from touch is highly dependent upon the culture, the context of the situation, the relationship between communicators, and the manner of touch.

#### **Kinesics**

Kinesics is the study of body movements. The aspects of kinesics are face, eye contact, gesture, posture, body movements.

Face: The face and eyes are the most expressive means of body communication. It can facilitate or hamper feedback.

Eye contact: It is the most powerful form of non-verbal communication. It builds emotional relationship between listener and speaker.

Gesture: It is the motion of the body to express the speech.

Posture: The body position of an individual conveys a variety of messages.

Body movement: Used to understand what people are communicating with their gestures and posture.

Kinesic messages are more subtle than gestures. Kinesic messages comprise the posture, gaze, and facial movements. American looks are short enough just to see if there is recognition of the other person, Arabs look at each other in the eye intensely, and many Africans avert the gaze as a sign of respect to superiors. There are also many postures for

people in the Congo; they stretch their hands and put them together in the direction of the other person.

### **Proxemics**

Proxemics is the study of human use of space and the effects that population density has on behaviour, communication, and social interaction. Every person has a particular space that they keep to themselves when communicating, like a personal bubble. When used as a type of nonverbal signal in communication, proxemics helps to determine the space between individuals while they interact. There are four types of proxemics with different distances depending on the situation and people involved. Intimate distance is used for close encounters like embracing, touching, or whispering. Personal distance is for interactions with close friends and family members. Social distance is for interactions among acquaintances. It is mostly used in workplace or school settings where there is no physical contact. Public distance is for strangers or public speaking.

### **6. What are the barriers to effective communication? Please discuss 10 Marks**

**Ans.**

**(You can state only 3-4 points in your answer)**

Barriers to effective communication can retard or distort the message or intention of the message being conveyed. This may result in failure of the communication process or cause an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness.

- **Physical barriers-** Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if staff are located in different buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization.
- **System design-** System design faults refer to problems with the structures or systems in place in an organization. Examples might include an organizational structure which is unclear and therefore makes it confusing to know whom to communicate with. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, and a lack of clarity in roles and responsibilities which can lead to staff being uncertain about what is expected of them.
- **Attitudinal barriers-** Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or simply resistance to change due to entrenched attitudes and ideas.[citation needed]
- **Ambiguity of words/phrases-** Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.
- **Individual linguistic ability-** The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy to research when persuasion fails.

- **Physiological barriers-** These may result from individuals' personal discomfort, caused—for example—by ill health, poor eyesight or hearing difficulties.
- **Bypassing-** These happens when the communicators (sender and the receiver) do not attach the same symbolic meanings to their words. It is when the sender is expressing a thought or a word but the receiver take it in a different meaning. For example- ASAP, Rest room
- **Technological multi-tasking and absorbency-** With a rapid increase in technologically-driven communication in the past several decades, individuals are increasingly faced with condensed communication in the form of e-mail, text, and social updates. This has, in turn, led to a notable change in the way younger generations communicate and perceive their own self-efficacy to communicate and connect with others. With the ever-constant presence of another "world" in one's pocket, individuals are multi-tasking both physically and cognitively as constant reminders of something else happening somewhere else bombard them. Though perhaps too new of an advancement to yet see long-term effects, this is a notion currently explored by such figures as Sherry Turkle.
- **Fear of being criticized-**This is a major factor that prevents good communication. If we exercise simple practices to improve our communication skill, we can become effective communicators. For example, read an article from the newspaper or collect some news from the television and present it in front of the mirror. This will not only boost your confidence, but also improve your language and vocabulary.
- **Gender barriers-** Most communicators whether aware or not, often have a set agenda. This is very notable among the different genders. For example, many women are found to be more critical in addressing conflict. It's also been noted that men are more than likely to withdraw from conflict when in comparison to women.[28] This breakdown and comparison not only shows that there are many factors to communication between two specific genders, but also room for improvement as well as established guidelines for all.

### **7. Write down the merits and demerits of written communication. 10 Marks**

Ans.

#### **Advantages of written communication:**

- **Easy to preserve:** The documents of written communication are easy to preserve. Oral and non-verbal communication cannot be preserved. If it is needed, important information can be collected from the preserved documents.
- **Permanent record:** The documents of written communication act as a permanent record. When it is needed, important information can be easily collected from the preserved documents.
- **Prevention of wastage of time and money:** Written communication prevents the waste of money and time. Without meeting with each other the communicator and communicate can exchange their views.
- **Less distortion possibility:** In this communication system information is recorded permanently. So, there is less possibility of distortion and alteration of the information.

#### **Disadvantages of written communication:**

- **Expensive:** Written communication is comparatively expensive. For this communication paper, pen, ink, typewriter, computer and a large number of employees are needed.

- **Time consuming:** Written communication takes time to communicate with others. It is a time consuming media. It costs the valuable time of both the writer and the reader.
- **Useless for illiterate person:** If messages receiver is illiterate, written communication is quite impossible. This is major disadvantage written communication.
- **Difficult to maintain secrecy:** It is an unexpected medium to keep business secrecy. Secrecy is not always possible to maintain through written communication. Because here needs to discuss everything in black and white.

## 2. Language varieties – Standard & Non-standard Language, Formal & Informal

### 1. What is Standard language? Give some examples of standard English. 10 Marks

**Ans.** A standard language is a variety of language that is used by governments, in the media, in schools and for international communication. There are different standard varieties of English in the world, such as British English, North American English, Australian English and Indian English. Although these standard varieties differ in terms of their pronunciation, there are few differences in grammar between them. Typically, varieties that become standardized are the local dialects spoken in the centres of commerce and government, where a need arises for a variety that will serve more than local needs. Standardization typically involves a fixed orthography, codification in authoritative grammars and dictionaries and public acceptance of these standards. A standard written language is sometimes termed by the German word *Schriftsprache*.

Standard English is not entirely uniform around the globe: for example, American users of standard English say the *first floor* and *I've just gotten a letter* and write *center* and *color*, while British users say *ground floor* and *I've just got a letter* and write *centre* and *colour*. But these regional differences are few in comparison with the very high degree of agreement about which forms should count as standard. Nevertheless, standard English, like all living languages, changes over time.

### 2. What is Non-Standard language? Give some examples of Non-standard English 10 Marks

**Ans.** A nonstandard language or dialect is a dialect that does not have the institutional support or sanction that a standard dialect has.

Like any dialect, a nonstandard dialect has its own vocabulary and an internally consistent grammar and syntax; and it may be spoken using one or a variety of accents. In other words, describing a dialect as "nonstandard" is not intended to imply that the dialect is incorrect, incomplete, or inferior, just that it is not the socially perceived norm or mainstream for public speech. In fact, linguists consider all nonstandard dialects to be grammatically full-fledged varieties of a language. Conversely, even some prestige dialects may be regarded as nonstandard.

As a border-case, a nonstandard dialect may even have its own written form, although it's then to be assumed that the orthography is unstable and/or unsanctioned, and that it is not orderly supported by governmental or educational institutions. When used in quotes and as a contrastive feature in literature, the term eye dialect may be used for nonstandard phonemic spelling.

### Examples of non-standard British English

The verb "to be" is the most complex in English, but some non-standard usages seem to be attempting to regularise it:

- *we was* is used in place of "we were". Especially by footballers, as in "we was robbed."
- *if I was you* is used in place of "If I were you".
- *they was waiting for us* is used in place of "they were waiting for us".



- *ain't* is frequently used - even if in a jocular vein - instead of *(be) not* (and also *(have) not*)
- *innit* = isn't it? – *It's cold today, innit?*
- *I be* is used in place of "I am" in some regional dialects.
- *gotten* is not used in British English but is very common in American English. It is interesting that *Oxford A-Z of English Usage* somewhat snootily claims that "even there it is often regarded as non-standard" while the American *Merriam-Webster* simply notes its existence.
- *don't* for *doesn't* - as in *The Beatles* song "Ticket to Ride": "she's got a ticket to ride and she don't care."

### 3. Briefly discuss why Standard Language is described as 'Social Dialect'. 5 Marks

**Ans.** In sociolinguistics, social dialect is a variety of speech associated with a particular social class or occupational group within a society. Also known as sociolect. Douglas Biber distinguishes two main kinds of dialects in linguistics: "geographic dialects are varieties associated with speakers living in a particular location, while social dialects are varieties associated with speakers belonging to a given demographic group (e.g., women versus men, or different social classes)" (*Dimensions of Register Variation*, 1995). A sociolect is distinct from a dialect because social class rather than geographical subdivision substantiates the unique linguistic features.

The standard variety of a given language, e.g. British English, tends to be the upper class sociolect of a given central area or regiolect. Thus Standard British English used to be the English of the upper classes (also called the Queen's English or Public School English) of the Southern, more particularly, London area." (René Dirven and Marjolyn Verspoor, *Cognitive Exploration of Language and Linguistics*).

### 4. Discuss with appropriate instances at least two varieties of the human language 10 Marks

**Ans.** In sociolinguistics, language variety is a general term for any distinctive form of a language or linguistic expression. Linguists commonly use language variety (or simply variety) as a cover term for any of the overlapping subcategories of a language, including dialect, idiolect, register, and social dialect. In *The Oxford Companion to the English Language* (1992), Tom McArthur identifies two broad types of language variety: "(1) *user-related varieties*, associated with particular people and often places. and (2) *use-related varieties*, associated with function, such as legal English (the language of courts, contracts, etc.) and literary English (the typical usage of literary texts, conversations, etc.)".

Language scholars have in recent decades used the term variety to label a subdivision within a language. Varieties may relate to a place or community (as with Indian English and two of its sub-varieties, Anglo-Indian English and Gujarati English), to uses (as with legal English and advertising English), and to combinations of the two (as with British legal English and American advertising English). In recent years, variety has proved to be a fairly safe term, allowing language scholars to avoid being too specific about kinds of speech and usage on occasions when being specific is not necessary and/or when there is a risk of being charged with discrimination against a group by calling its usage 'a dialect'. The negative baggage that attaches to this term in English is greater than any occasional positive connotations it may have.

Most importantly, however, the term dialect fails when discussing English as a world language. Although it has done sterling service in detailing, for example, regional variations in Old, Middle, and Modern English in Britain, and for regional varieties of English in the United States (notably Northern, Midland, and Southern), it is entirely inadequate in other situations, as for example two of the most vigorous US 'Englishes': African-American

English (which has never neatly fitted the traditional dialect criterion of regionality) and the entity not quite covered by the term 'Spanglish': a hybrid of Spanish and English used by Spanish-speaking immigrants from Latin America in many parts of the country.

**5. What is Dialect and idiolect? Give some examples of both of them. 10 Marks**

**Ans. Dialect** is basically a variety of a language that is a characteristic of a particular group of the language's speakers. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class or ethnicity. A dialect that is associated with a particular social class can be termed a **sociolect**, a dialect that is associated with a particular ethnic group can be termed as **ethnolect**, and a regional dialect may be termed a **regiolect**.

The other usage of the term "dialect", often deployed in colloquial settings, refers (often somewhat pejoratively) to a language that is socially subordinated to a regional or national standard language, often historically cognate or genetically related to the standard language, but not actually derived from the standard language. In other words, it is not an actual variety of the "standard language" or dominant language, but rather a separate, independently evolved but often distantly related language. In this sense, unlike in the first usage, the standard language would not itself be considered a "dialect", as it is the dominant language in a particular state or region, whether in terms of linguistic prestige, social or political status, official status, predominance or prevalence, or all of the above.

**Examples of Dialect from Literature**

There are plenty of dialect examples in literature that show the best usage of dialect as a literary device. One of them is Mark Twain's Huckleberry Finn where he used exaggerated dialect to distinguish between the characters:

Example 1

Jim: "We's safe, Huck, we's safe! Jump up and crack yo' heels. Dat's de good ole Cairo at las', I jis knows it."

Huck: "I'll take the canoe and go see, Jim. It mightn't be, you know."

Example 2

The characters that are less educated and less sophisticated usually are shown to be speaking with a much stronger dialect. At certain points you might even need translations. Such as:

Walter: Reckon I have. Almost died first year I come to school and et them pecans — folks say he pizened 'em and put 'em over on the school side of the fence.

(*To Kill a Mockingbird* by Harper Lee)

Translation in Standard English: I suppose I have. The first year I came to school and ate those pecans, I almost died. Some people accuse him [Mr. Radley] of poisoning them and keeping them over on the school side of the fence.

**Idiolect** is an individual's distinctive and unique use of language, including speech. This unique usage encompasses vocabulary, grammar, and pronunciation. Idiolect is the variety of language unique to an individual. This differs from a dialect, a common set of linguistic characteristics shared among some group of people. Idiolect is an individual's distinctive and unique use of language, including speech. This unique usage encompasses vocabulary, grammar, and pronunciation. Idiolect is the variety of language unique to an individual. This differs from a dialect, a common set of linguistic characteristics shared among some group of people.

**Examples of Idiolect:**

Example 1

"Ever since I was a child, folks have thought they had me pegged, because of the way I am, the way I talk. And they're always wrong". (Philip Seymour Hoffman as Truman Capote in the film *Capote*, 2005)

Example 2

“Zerts are what I call desserts. Tray-trays are entrees. I call sandwiches *sammies*, *sandoozles*, or *Adam Sandler*s. Air conditioners are *cool blasterz*, with a z. I don't know where that came from. I call cakes *big ol' cookies*. I call noodles *long-ass rice*. Fried chicken is *fri-fri chicky-chick*. Chicken parm is *chicky chicky parm parm*. Chicken cacciatore? *Chicky catch*. I call eggs *pre-birds* or *future birds*. Root beer is *super water*. Tortillas are *bean blankies*. And I call forks . . . *food rakes*.”  
(Aziz Ansari as Tom in *Parks and Recreation*, 2011)

**6. Define Formal and Informal language with suitable examples. 10 Marks/5 Marks**

**Ans.** Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal language does not use colloquialisms, contractions or first person pronouns such as ‘I’ or ‘We’.

**Examples:**

Improvements cannot be introduced due to funding restrictions.

The results are not believed to be accurate.

The research project will not continue next year.

**Informal language** is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language.

**Examples:**

The improvements can't be introduced due to funding restrictions.

I don't believe that the results are accurate.

The research project won't continue next year.

**7. Distinguish between Formal and Informal language with suitable examples. 10 Marks**

**Ans.** We use formal language in situations that are serious or that involve people we don't know well. Informal language is more commonly used in situations that are more relaxed and involve people we know well.

Formal language is more common when we write; informal language is more common when we speak. However, there are times where writing can be very informal, for example, when writing postcards or letters to friends, emails or text messages. There are also examples where spoken English can be very formal, for example, in a speech or a lecture. Most uses of English are neutral; that is, they are neither formal nor informal.

Formal language and informal language are associated with particular choices of grammar and vocabulary. Contractions, relative clauses without a relative pronoun and ellipsis are more common in informal language.

Examples of formal and informal language are shown below: **(also important for 2 marks questions).**

❖ **Contractions**

Informal: The improvements can't be introduced due to funding restrictions.

Formal: Improvements cannot be introduced due to funding restrictions.

Informal: I don't believe that the results are accurate.

Formal: The results are not believed to be accurate.

Informal: The research project won't continue next year.

Formal: The research project will not continue next year.

❖ **Phrasal verbs**

Informal: The balloon was blown up for the experiment.

Formal: The balloon was inflated for the experiment.

Informal: The patient got over his illness.

Formal: The patient recovered from his illness.

Informal: The results of the study were mixed up.

Formal: The results of the study were confused.

#### ❖ Slang/Colloquialisms

Informal: The mob was very rowdy during the protest against cuts to university funding.

Formal: The crowd was very rowdy during the protest against the cuts to university funding.

Informal: Lecturers still count on students to use correct grammar and punctuation in essays.

Formal: Lecturers expect students to use correct grammar and punctuation in essays.

Informal: It was raining cats and dogs.

Formal: It was raining very heavily.

#### ❖ First person pronouns

Informal: I considered various research methods for the study.

Formal: Various research methods were considered for the study.

Informal: We believe the practice is unsustainable.

Formal: It is believed the practice is unsustainable.

Informal: During the interview I asked students about their experiences.

Formal: During the interview students were asked about their experiences.

#### ❖ Relative Pronoun

Informal: The famous football team whom we saw in the airport flew to Europe.

Formal: The famous football team we saw in the airport flew to Europe.

Informal: The secretary I talked to yesterday was very rude.

Formal: The secretary whom I talked to yesterday was very rude.

#### Questions carrying 2 marks:

##### 1. Rewrite the following sentences in Standard English:

a) I **ain't** got nothing; (I have not got anything)

b) I **gonna** tell you a story; (I am going to tell you a story)

c) I **wanna** sleep now; (I want to sleep now)

d) I **dunno** where she has kept my book. (I do not know where she has kept my books)

e) He's **damn** good. (He is very good)

f) I'm **awfully** thirsty. (I am very thirsty)

g) Bina **got sick** of waiting (Bina was tired of waiting)

h) I **ain't** done it. (I have not done it)

i) Get **outta** the room (Get out of the room)

j) The sky was **kinda** cloudy (The sky was kind of cloudy)

**2. Replace the italicized words with non-offensive terms:**

- a) He has earned reputation as a **hack**; (=Journalist)
- b) Consult a quack for your **cough**; (=doctor)
- c) Don't hate the **niggers**; (= black)
- d) He is an **old fox** (= shrewd man)

**3. Give the formal form of the following words (any two):**

Dude; Pal; Hubby; Lib, Kid, Fire (in the sense of 'to sack') (**Man; Friend; Husband; Liberation, kid, dismiss**)

**4. Identify from the pairs the words that carry pejorative sense:**

- a) Plain & Ugly
- b) **Obese** & Chubby
- c) **Skinny** & Slim
- d) Witty & **Cunning**

**5. Write the correct category (Formal/Offensive/ Informal/ Colloquial) beside the following words:**

- a. Buck (Informal)
- b. Moron (Offensive)
- c. Officious (Disapproving)
- d. Crook (Disapproving)
- e. Crony (Disapproving)
- f. Kind of (In the sense 'Somewhat') (Colloquial)
- g. I'm fixin' to (getting ready to) (Colloquial)
- h. Inexpensive (Formal)
- i. Nab (Informal)
- j. Cop (Informal)
- k. Blockbuster (Informal)
- l. Granny (Informal)
- m. Prig (Offensive)
- n. Fella (Colloquial)
- o. Perusal (Formal)

**6. Identify the words used in formal communication:**

- a. Alright
- b. Any way
- c. **In comparison with**
- d. **With a view to**

**7. Identify the words used in colloquial English:**

- a. Preparation
- b. **Exam** (Ans. Examination)
- c. **Hanky** (Ans. handkerchief)
- d. Deliberation

### **3. Difference between Declarative and Expressive forms of language – when Statement becomes Expression**

**1. What is a Declarative Sentence? Illustrate with suitable examples. 5 Marks**

**Ans.** In English grammar, a declarative sentence is expressed in the form of a statement—true to its name, it declares something. Also known as a declarative clause, it is the most common type of sentence in the language. Declaratives express an active state of being in the present tense, in contrast to a command (imperative), a question (interrogative), or an

exclamation (exclamatory). In a declarative sentence, the subject normally precedes the verb, and it almost always ends with a period.

**Example:** Lilly loves gardening.

**2. What are the various types of declarative sentences? 5 Marks**

**Ans.** As with other types of sentences, a declarative can be either simple or compound. A simple declaratory sentence is the union of a subject and a predicate, as simple as a subject and verb in the present tense (She sings). A compound declarative joins two related phrases together with a conjunction and a comma.

**Simple declarative:** Lilly loves gardening.

**Compound declarative:** Lilly loves gardening, but her husband hates weeding.

Compound declaratives can also be joined with a semicolon and be equally effective. In the above sentence, you would change the comma to a semicolon and delete the conjunction.

**3. How a declarative sentence can also be phrased as a question? Give relevant examples.**

**Ans.** Declarative sentences usually end with a period, but they can also be phrased as a question. Unlike interrogative sentences, asked in order to obtain information, a declarative question is asked in order to clarify.

**Interrogative:** Did she leave a message?

**Declarative:** She did leave a message?

Note that the subject comes before the verb in a declarative sentence. Another easy way to tell the two sentences apart is to substitute the question mark for a period. A declarative sentence like the one above would still make sense, but the interrogative won't make sense with a period.

**4. How an Exclamative sentence can look like a declarative one?**

**Ans.** It can be fairly easy to confuse a declarative sentence with an interrogative one. But if the sentence expresses a statement of fact, what looks like an exclamative could be declarative (though it's a less common form). It all depends on the context.

**Imperative:** Please come to dinner tonight.

**Exclamative:** "Come to dinner!" my boss demanded.

**Declarative:** You're coming to dinner tonight! That makes me so happy!

It's unlikely that you'll come across an instance where an imperative is confused with a declarative.

**5. What is an Expressive form of language? Give suitable examples.**

**Ans.** Expressive form of language reports feelings or attitudes of the writer (or speaker), or of the subject, or evokes feelings in the reader (or listener).

a. Poetry and literature are among the best examples, but much of, perhaps most of, ordinary language discourse is the expression of emotions, feelings or attitudes.

b. Two main aspects of this function are generally noted: (1) evoking certain feelings and (2) expressing feelings.

**Examples:**

Sankha *felt nervous*

Rabin *was angry*

Raka is *quite handsome*

**Questions carrying 2 marks:**

**1. Identify the expressive forms of the following declarative forms given in italics. Just write the correct number beside the corresponding expressive form (e.g. *Expressive form (a)*):**

a) *I feel overjoyed* when I see a rainbow in the sky

b) Sankha *felt nervous*

c) Rabin *was angry*

d) Raka is *quite handsome*

(*heart leaps up; face became pale; clenched his fist/ clattered his teeth/ flexed his muscle; an angel without wings*)

**2. Convert the following expressive forms into declarative forms:**

a) My mind is **full of scorpions** (I have no peace of mind);

b) Don't pluck **season's honey breath** from my garden; (Don't pluck flowers from my garden)

c) A **black canopy** spread over the whole sky (The sky was fully overcast)

d) What for are you **hatching broken eggs**? (Why are you engaged in fruitless business?)

**3. Change Expressions into Statements:**

a. My face became pale sensing the presence of a stranger in my room (I grew nervous)

b. Rita's cheeks grew red when her husband offered her a bunch of roses (Rita blushed)

**4. Match the words of Group A with those of Group B:**

(i) **Group A:** High, Tall, Strong, Heavy

**Group B:** Signal, Shower, Blood Pressure, Story

(ii) **Group A:** Low, Daily, Safe, Full

**Group B:** Journey, Temperature, Moon, Passenger

(iii) **Group A:** Blooming Glaring Brazen Dazzling

**Group B:** Disgrace, Errors, Lie, Success

**5. Identify the sentence which uses language creatively:**

a. I summered in Manali. / I spent my summer vacation in Manali

b. The all-engulfing sea/ The un-childing, un-parenting sea

c. The child is cute or endearingly beautiful/ The child looks like a vernal rose

## 4. Register, Collocation and Style

### 1. Define Register with suitable examples. 5 Marks

**Ans.** In linguistics, a register is a variety of a language used for a particular purpose or in a particular social setting. In linguistics, one's register is a style or variety of language determined by such factors as social occasion, context, purpose, and audience, also called stylistic variation. Practically, the term refers to the degrees of formality with which populations use language; these formal variations are sometimes called codes. Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms and the use of jargon, and a difference in intonation and pace.

The term register was first used by the linguist Thomas Bertram Reid in 1956, and brought into general currency in the 1960s by a group of linguists who wanted to distinguish among variations in language according to the user (defined by variables such as social background, geography, sex and age), and variations according to use, "in the sense that each speaker has a range of varieties and choices between them at different times" (Halliday et al., 1964).

#### Examples:

King of *Spades* and Queen of *Hearts*; (Game of Cards)

Heavy rain due to *deep depression* (Meteorology)

He knows how to predict the *bear and bull markets* (Stock market)

Huge investment is required for modernizing the *plant* (Industry)

### 2. What are the basic characteristics of register? 5 Marks

**Ans.** Whether it be in writing, sign language, or verbal communication of any kind, a particular register is defined by certain lexical, phonological and grammatical characteristics

as they compare to another localized language usage by a different population or in a different situation.

These characters include many linguistic classes, as Douglas Biber states in “Dimensions of Register Variation: A Cross-Linguistic Comparison”. These include phonological features like pauses, intonation and speech patterns, tense and aspect markers, pronouns and pro-verbs, questions, nominal forms, passive constructions, dependent clauses, prepositional phrases, adjectives, adverbs, lexical classes, modals, reduced forms like contractions and that-deletions, coordination, negation and “grammatical devices for structuring information”.

### **3. Write a short essay on various types of Register with suitable examples. 10 Marks**

**Ans.** Register can be separated into four categories: **Familiar, Informal, Formal and Ceremonial**. The following will explain each category and provide a corresponding example.

#### **Familiar**

This register is normally used between people who know each other well. Features of this register show a lack of grammar, spelling, punctuation and usually contains slang and jargon.

#### **For example:**

✚ Hey, Will arrive evening.

#### **Informal**

Generally journalism and occasionally academic writing use this register. When using an informal register, there is usually a close relationship between the writer, audience and topic with a degree of casualness. However, care must be taken in order not to mistake informal for familiar registers. The features of this register are different from the familiar register as more care is taken with grammar etc. However, the tone is conversational, using colloquial language, compared to the formal register.

#### **For example:**

✚ While I was on my way to the Science Lab., a thought struck me that perhaps all that we think is possible, may not be. For example, a friend and I were contemplating the prospect of dumping our classes and hanging out in our favourite café instead. We found that what we thought was possible, actually wasn't as our lecturer intervened on our way, ending up that we attended class anyway. Does this mean that what we originally thought was possible, can't be, as something will always intervene? How does this affect prediction and planning?

#### **Formal**

A formal register is neither colloquial nor personal and is the register that is mostly used in academic writing. It is a register where strong opinions can be expressed objectively, it does not break any of the rules of written grammar and often has a set of rules of what not to do when using this register.

#### **For example:**

✚ Several stages of development have been distinguished in the first year of a child's life when it develops the skills necessary to produce a successful first word. According to Crystal (1997), primitive vocal sounds are displayed within the first two months with basic features of speech such as the ability to control air flow and produce rhythmic utterance. Sounds such as cooing, quieter sounds with a lower pitch and more musical develop between six and eight weeks of age. Cooing dies away around three and four months and then a period called vocal play develops; an experimental stage, where a baby has more control and experiments with vocal practise.

#### **Ceremonial**

Modern academic writing rarely uses this register. Sometimes, it may be encountered when reading transcripts of speeches or historical documents. Often, misunderstandings in recognising the difference between ceremonial and formal registers occur when writers are



experimenting with new vocabulary. A dictionary will help you make the right choices and reading academic texts will help you become more familiar with the appropriate choices.

**For example:**

✚ “I stand on this rostrum with a sense of deep humility and great pride - humility in the wake of those great architects of our history who have stood here before me, pride in the reflection that this home of legislative debate represents human liberty in the purest form yet devised.”

✚ “Here are centered the hopes and aspirations and faith of the entire human race”.

#### **4. Define “Collocation” and its various types and explain briefly the importance of it in literary language. 10 Marks**

**Ans.** In linguistics, a collocation is a sequence of words or terms that co-occur more often than would be expected by chance. In phraseology, collocation is a sub-type of phraseme. An example of a phraseological collocation, is the expression *strong tea*. While the same meaning could be conveyed by the roughly equivalent *powerful tea*, this expression is considered excessive and awkward by English speakers. Conversely, the corresponding expression in technology, *powerful computer* is preferred over *strong computer*.

There are about six main types of collocations: adjective+noun, noun+noun (such as collective nouns), verb+noun, adverb+adjective, verbs+prepositional phrase (phrasal verbs), and verb+adverb.

Here are some examples of common collocations that you might know:

*make tea* - I made a cup of tea for lunch.

*do homework* - I did all of my homework yesterday.

Even though it possible to use other word combinations, understanding collocations help English learners improve their fluency because they are words that usually go together.

#### **Use of Collocation in Literature: (can also come in the form of 2 marks questions)**

- “Once upon a time there was a Martian named Valentine Michael Smith”.

(Robert Heinlein, *Stranger in a Strange Land*, 1961)

- “The mule has more *horse sense* than a horse. He knows when to stop eating--and he knows when to stop working”. (Harry S Truman)
- “I’m an incredible man, possessing an *iron will* and *nerves of steel*--two traits that have helped me become the genius I am today as well as the *lady killer* I was in days gone by.” (William Morgan Sheppard as Dr. Ira Graves, "The Schizoid Man." *Star Trek: The Next Generation*, 1989)
- “The acting buildings commissioner said in a statement, ‘The Buildings Department will have *zero tolerance* for builders, contractors, and property owners who fail to take *appropriate measures* to secure their construction sites and buildings.’” (Sewell Chan, “Buildings Department Warns of High Winds”. *The New York Times*, June 16, 2008)

#### **5. Briefly discuss two features of colloquial language 5 Marks**

**Ans.**

##### **❖ The Wheel of Fortune Lexicon**

Collocations and clichés are strings of words that are remembered as wholes and often used together, such as *gone with the wind* or *like two peas in a pod*. People know tens of thousands of these expressions; the linguist Ray Jackendoff refers to them as ‘the Wheel of Fortune lexicon,’ after the game show in which contestants guess a familiar expression from a few fragments.

### ❖ Predictability of Collocations

Every lexeme has collocations, but some are much more predictable than others. *Blond* collocates strongly with *hair*, *flock with sheep*, *neigh with horse*. Some collocations are totally predictable, such as *spick with span*, or *addled with brains*. Others are much less so: *letter* collocates with a wide range of lexemes, such as *alphabet and spelling*, and (in another sense) *box, post, and write*.

Collocations should not be confused with ‘association of ideas’. The way lexemes work together may have nothing to do with ‘ideas.’ We say in English *green with jealousy* (not blue or red), though there is nothing literally ‘green’ about ‘jealousy’.

### ❖ Collocational Range

Two main factors can influence the collocational range of an item (Beekman and Callow, 1974). The first is its level of specificity: the more general a word is, the broader its collocational range; the more specific it is, the more restricted its collocational range. The verb *bury* is likely to have a much broader collocational range than any of its hyponyms (a word of more specific meaning than a general or superordinate term applicable to it. For example, *spoon* is a hyponym of *cutlery*), such as *inter* or *entomb*, for example. Only people can be interred, but you can bury *people, a treasure, your head, face, feelings, and memories*. The second factor which determines the collocational range of an item is the number of senses it has. Most words have several senses and they tend to attract a different set of collocates for each sense.

## 6. Define ‘connotation’ and briefly explain why it is important in literary language

### 10 Marks

**Ans.** A connotation is a commonly understood cultural or emotional association that some word or phrase carries, in addition to its explicit or literal meaning.

A connotation is frequently described as either positive or negative, with regard to its pleasing or displeasing emotional connection. For example, a *stubborn* person may be described as being either *strong-willed* or *pig-headed*; although these have the same literal meaning (stubborn), *strong-willed* connotes admiration for the level of someone’s will (a positive connotation), while *pig-headed* connotes frustration in dealing with someone (a negative connotation).

Connotation branches into a mixture of different meanings. These could include the contrast of a word or phrase with its primary, literal meaning (known as a denotation), with what that word or phrase specifically denotes. The connotation essentially relates to how anything may be associated with a word or phrase, for example, an implied value judgement or feelings.

It is often useful to avoid words with strong connotations (especially pejorative or disparaging ones) when striving to achieve a neutral point of view. A desire for more positive connotations, or fewer negative ones, is one of the main reasons for using euphemisms.

### Examples of Connotation in Literature

In literature, it is a common practice among writers to deviate from the literal meanings of words in order to create novel ideas. Figures of speech frequently employed by writers are examples of such deviations.

#### Example #1

Metaphors are words that connote meanings that go beyond their literal meanings. Shakespeare in his Sonnet 18 says:

“Shall I Compare Thee to a Summer’s Day”

Here, the phrase “a Summer’s Day” implies the fairness of his beloved. Similarly, John Donne says in his poem “The Sun Rising”:

“She is all states, and all princes, I.”

This line suggests the speaker's belief that he and his beloved are wealthier than all the states, kingdoms, and rulers in the whole world because of their love.

**Example #2**

Irony and satire exhibit connotative meanings, as the intended meanings of words are opposite to their literal meanings. For example, we see a sarcastic remark passed by Antonio on Shylock, the Jew, in William Shakespeare's play "The Merchant of Venice":

"Hie thee, gentle Jew.

The Hebrew will turn Christian: he grows kind."

The word "Jew" has a negative connotation of wickedness, while "Christian" demonstrates positive connotations of kindness.

**Example #3**

George Orwell's allegorical novel "Animal Farm" is packed with examples of connotation. The actions of the animals on the farm illustrate the greed and corruption that arose after the Communist Revolution of Russia. The pigs in the novel connote wicked and powerful people who can change the ideology of a society. In addition, Mr. Jones (the owner of the farm), represents the overthrown Tsar Nicholas II; and Boxer, the horse, represents the laborer class etc.

**Example #4**

Metonymy is another figure of speech that makes use of connotative or suggested meanings, as it describes a thing by mentioning something else with which it is closely connected. For example, Mark Anthony in Act III of Shakespeare's "Julius Caesar" says, "Friends, Romans, countrymen, lend me your ears." Here the word "ear" connotes the idea of people listening to him attentively.

Read the following lines from Robert Frost's poem "Out, Out":

"As he swung toward them holding up the hand  
Half in appeal, but half as if to keep  
The life from spilling"

In the line "The life from spilling" the word "life" connotes "blood". It does make sense as well because loss of blood may cause loss of life.

**Example #5**

Connotation provides the basis for symbolic meanings of words because symbolic meanings of objects are different from their literal sense. Look at the following lines from Shakespeare's play "As you Like It":

"All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,"

"A stage" connotes the world; "players" suggests human beings; and "parts" implies different stages of their lives.

**Function of Connotation**

In literature, connotation paves way for creativity by using figures of speech like metaphor, simile, symbolism, personification etc. Had writers contented themselves with only the literal meanings, there would have been no way to compare abstract ideas to concrete concepts in order to give readers a better understanding. Therefore, connotative meanings of words allow writers to add to their works, dimensions which are broader, more vivid and fresher.

**7. What is stylistics? What are the features generally associated with this discipline?**

**5 Marks**

**Ans.** Styling, a branch of applied linguistics, is the study and interpretation of texts in regard to their linguistic and tonal style. As a discipline, it links literary criticism to linguistics. It does not function as an autonomous domain on its own, and it can be applied to an understanding of literature and journalism as well as linguistics.

Stylistics as a conceptual discipline may attempt to establish principles capable of explaining particular choices made by individuals and social groups in their use of language, such as in the literary production and reception of genre, the study of folk art, in the study of spoken dialects and registers, and can be applied to areas such as discourse analysis as well as literary criticism.

Common features of style include the use of dialogue, including regional accents and individual dialects (or idiolects), the use of grammar, such as the observation of active voice and passive voice, the distribution of sentence lengths, the use of particular language registers, and so on. In addition, stylistics is a distinctive term that may be used to determine the connections between the form and effects within a particular variety of language. Therefore, stylistics looks at what is 'going on' within the language; what the linguistic associations are that the style of language reveals.

Stylistics is the study of linguistic style, whereas (theoretical) Linguistics is the study of linguistic form. Linguistic form is generated from the components of language (sounds, parts of words, and words) and consists of the representations - **phonetic, phonological, morphological, syntactic, semantic** etc. - which together form a code by which what we say or write has a specific meaning: thus for example the sentence 'Toby chased Kes onto the television set' encodes a specific meaning, involving a specific kind of past event with two participants playing specific roles relative to a location. The same event could be encoded in other ways (such as 'Kes got chased by Toby and ended up on the television set'.) and the choice of which way to encode it is a stylistic choice. Stylistic choices are designed to have effects on the reader or listener, which are generally understood as:

- (a) communicating meanings which go beyond the linguistically determined meanings,
- (b) communicating attitude (as in persuasive effects of style), and
- (c) expressing or communicating emotion.

### **8. What are the areas included in the teaching of Stylistics? 5 Marks**

**Ans.** Some of the areas included in the teaching of Stylistics are:

1. narrative structure
2. point of view and focalization
3. sound patterning
4. syntactic and lexical parallelism and repetition
5. metre and rhythm
6. genre
7. mimetic, representational, realist effects
8. meta-representation, representation of speech and thought, irony
9. metaphor and other ways of indirect meaning
10. utilization and representation of variation in dialect, accent, and historically specific usages
11. group-specific ways of speaking (real or imagined), as in gendered Stylistics
12. examination of inferential processes which readers engage in to determine communicated meanings

### **9. Discuss five factors that contribute to the style of a piece of writing. 10 Marks**

**Ans.** Here are the factors which enormously contributes to the style of a piece of writing:

**Phonetic level:** Examining the sounds of a language comes under the level of phonetics. We study the characteristics and how are the sounds utilized at phonetic level.

**Phonological level:** Studying the sound system of any given language and formal rules of pronunciation is called phonological level.

**Graphological level:** It is the study of a language's writing system (graphology); the rules of spellings, use of punctuation, capitalization, font style, paragraphing and line spacing.

**Grammatical level:** In this level both the syntactic and morphological levels are analyzed. The aim is to analyze the internal structure of sentences in a language and in what sequence they function in it. Clauses, phrases, words, nouns, verbs, in a sentence of any language need to be distinguished and put through in analysis to find out the foregrounding and the deviation.

**Lexical level:** It is the study of the way in which individual words and phrases come together in different pattern in different linguistic context.

### 10. What is Morpheme and Phoneme? Illustrate with examples. 5 Marks

**Ans.**

In linguistics, a **morpheme** is the smallest grammatical unit in a language. In other words, it is the smallest meaningful unit of a language. The field of study dedicated to morphemes is called morphology. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. Every word comprises one or more morphemes.

**Example:** "Unbreakable" comprises three morphemes: un- (a bound morpheme signifying "not"), -break- (the root, a free morpheme), and -able (a free morpheme signifying "can be done").

**Phoneme** is any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example *p*, *b*, *d*, and *t* in the English words pad, pat, bad, and bat.

**Example:** An example is the English phoneme /k/, which occurs in words such as cat, kit, scat, skit. Although most native speakers do not notice this, in most English dialects the "c/k" sounds in these words are not identical: in About this sound kit (help·info) [kʰɪt] the sound is aspirated, while in About this sound skill [skɪl] it is unaspirated.

### 11. Define simile and Metaphor. Give proper examples of both the figures of speech in your answer. 5 Marks

**Ans.**

A **simile** is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*). Simile is a comparison that generally use "like" or "as".

#### Examples:

- When the pickup hit it, the armadillo came apart like a watermelon flung across the asphalt.
- His headache was as painful as a root canal without the benefit of laughing gas.
- My love is like a red, red rose. - Robert Burns
- Her hair was like gravy, running brown off her head and clumping up on her shoulders.
- The day we passed together for a while seemed a bright fire on a winter's night - Maurice Sceve

- You are like a hurricane: there's calm in your eye, but I'm getting blown away - Neil Young
- The air-lifted rhinoceros hit the ground like a garbage bag filled with split pea soup.

**Metaphor** is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

**Examples:**

- You are my sun.
- That throws some light on the question.
- The couch is the autobahn of the living room.
- Six Flags is the aquarium of roller coasters.
- This is a crisis. A large crisis. In fact, if you've got a moment, it's a twelve-story crisis with a magnificent entrance hall, carpeting throughout, 24-hour portorage and an enormous sign on the roof saying "This Is a Large Crisis."
- "All the world's a stage / and all the men and women merely players: / They have their exits and their entrances; / And one man in his time plays many parts, / His acts being seven ages."

### A specimen of Stylistic Analysis of Poem

#### 12. Stylistic analysis of William Wordsworth's poem 'Daffodils' 10 Marks

**Ans.**

**Stylistic Analysis:**

This poem 'Daffodils' is written by world's renowned Romantic poet William Wordsworth. The researcher will present here how such an analysis might be structured, how can meaning be related to linguistic elements and how can it provide an objective account of analysis.

**Theme of the Poem:**

The overall theme of this poem is to understand the beauty of nature and its value. Nature is pure in its elements, one should not be afraid of wandering in the company of nature just by the fear of getting lost. Nature itself is a great healer.

**Lexical features:**

First of all the researcher will consider the open class words in this poem. Open class words carry the majority of meaning in a language as compared to closed class (grammatical) words such as determiners (e.g. this, that, the) and prepositions (e.g. in, at, on). Closed class words can be called as sentence 'connectors' and they join together open class words in meaningful arrangements in sentences. Below the given table shows how are the open class words distributed throughout the poem. Open class words include all the nouns, verbs, adjectives and adverbs in the poem.

**Table 1: Distribution of Open Class Words in 'Daffodils'**

Nouns/Pronouns	Adjectives	Verbs	Adverbs
I	High	Wandered	Lonely
Cloud	Vacant	Floats	Sprightly
Vales	Pensive	Saw	All at once
Hills	Inward	Fluttering	Oft
I	Solitude	Dancing	

Crowd	Bliss	Shine	
Host	Little	Twinkle	
Daffodils	Jocund	Stretched	
Lake	Gay	Saw	
Trees	Sparkling	Glance	
Breeze	Ten thousand	Tossing	
Stars	Never ending	Dance	
Way	Milky	Danced	
Line	Golden	Out did	
Margin	Continuous	Brought	
Bay	Gazed		
I	Gazed		
Their	Flash		
Heads	Fills		
Waves	Dances		
They			
Waves			
Glee			
Poet			
Company			
Thought			
Wealth			
Show			
Me			
My			
Couch			
I			
Mood			
They			
Eye			
My			
Heart			
Daffodils			
Pleasure			
<b>39</b>	<b>15</b>	<b>20</b>	<b>04</b>

This table tells us that the poem consists mainly of noun, pronouns and verbs. A good number of adjectives are also used in this poem. The nouns are mostly concrete - that is, they refer to physical objects, but a few are abstract nouns as well like 'thought, pleasure, mood, company, glee'.

#### **Graphological level**

This poem consists of four stanzas of six lines each. A six lines stanza is called Ststes. Most of the lines are in the form of complete sentences but no full stop is there at the end of each line. There is a full stop at the end of the last line of every stanza of the whole poem. The poet has used commas, semi colons and colon to give pauses as the whole stanza is in the form of a

single complete sentence having more than one subordinate clauses. There is foregrounding as the poet has not written the complete spelling of two words like 'over' is written as 'o'er' and 'often' as 'oft'. Every line of the poem is started with the capital letter that is also an element of foregrounding. The rhyming scheme of the poem is as 'ABAB CC'. The stress pattern is as followed:

I wan/ dered lone/ ly as/ a cloud/

x...../ x ..... / x ..... / x ..... /

Name of the foot used in this poem is 'iambic tetrameter' as there are four feet in a line hence, the poem follows quatrain couplet rhyming scheme

### **Graphological parallelism**

If we talk about the graphology of the poem, graphological parallelism can be found here. Each stanza has six lines and the complete stanza is in the form of a complete but longer sentence. The poet has used commas, semi colon, colon and apostrophe to make it a long sentence. The full stop in the stanzas is at the end of every last line of each stanza.

### **Deviation**

Deviation is a type of foregrounding that describes unexpected irregularity [4]. According to researcher the poet has deviated from the normal norms of poetry. The poet has used double hyphen (-) in a single line in the third stanza. The verb 'gazed' is also used twice with the addition of conjunction 'and' also. The hyphen (-) and the conjunctions (connectors) 'and' and 'but' are used together in the same sentence 'I gazed - and gazed - but little thought'. Here researcher could not understand why the poet has used double hyphen with the addition of conjunction too in a single line. If the poet wanted to put emphasis on the continuity of his gaze for a long time he had used that verb 'gazed and gazed' twice with the conjunction 'and' but the use of hyphen here is the example of deviation on the poet's part as it's not common practice in poetry. In the same stanza, in the last line, 'What wealth the show to me had brought'? The poet has used full stop although according to the researcher's analysis it should be an exclamatory sentence with a sign of exclamation at the end.

### **Phonological level**

Alliteration: The poet has used alliteration at various places in the poem like in line 1 'lonely as a cloud'. In line 2 'high o'er vales and hills.' We can see an example of alliteration in line 3 as well like 'when all at once', w and o have the same consonant sound in this phrase. In line 5 'beside the lake, beneath the trees'. In these words, the bold letters are the example of alliteration (assonance and consonance) in all these lines.

### **Poetic devices**

William Wordsworth is famous for using poetic devices or figurative language. The following are the figures of speech used by William Wordsworth in this poem.

#### **Consonance**

The poet has used alliteration at various places in the poem like in line 1 'lonely as a cloud'. In line 2 'high o'er vales and hills.' We can see example of alliteration in line 3 as well like 'when all at once', w and o have the same consonant sound in this phrase. In line 5 'beside the lake, beneath the trees', the bold letters are the example of alliteration in all these lines.

#### **Simile**

The poet has used the simile of 'as a cloud'. He has compared himself to a wandering cloud that is away from the landscape. It makes us feel as the poet is literally floating free like a cloud from his environment.

#### **Personification**

William Wordsworth has also used this figure of speech in this poem Daffodils. He has compared the cloud as lonely human in the very first line of the poem. At another place, the poet has compared the daffodils to a crowd of people. Comparison of Daffodils with dancing human is another example of a personification from this poem.



### **Metonymy**

Metonymy is a figure of speech in which an important aspect or associated detail of an experience or object is used to represent the whole picture of that experience or object. This always represents a comparison between whole and part of it, not two different wholes. The comparison of the first three stanzas to the fourth and final stanza of the poem is the example of metonymy.

“For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon the inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.”

The poet wrote this stanza of the poem after a few years from its publication of the first version that comprised of three stanzas. First three stanzas are in the past form of verb whether this last stanza is in the present form of verb. The poet is comparing his present situation with the experience of the past by mentioning the Daffodils.

### **Imagery**

Imagery is the poet's use of language in such a way that appeals our senses. The poet creates a scene in such a way that it seems we can see that image, feel it, smell it. It is author's descriptive language use to add beauty and depth to his work and piece of writing. In this poem, the poet has personified daffodils as human beings 'I saw a crowd', 'fluttering and dancing.' The poet has created the imagery of dancing daffodils and sparkling waves in such a manner that the reader finds himself the part of that very experience.

### **Onomatopoeia**

It is the effect that is produced when the words used to describe the sound contain similar sounds or noise like bees "buzz", the "gushing" river etc. In this poem the word 'fluttering' is an example of onomatopoeia as it is describing the similar sound to the noise it describes. When the pigeons fly they produce this noise so one can easily identify and relate it to the sound that this word describes. The feathers of this bird produce this sound when it starts flying.

### **Findings**

This poem Daffodils is a very simple but a lovely and most famous poem in the Wordsworth panorama of poetry. It reminds us the familiar subjects of Wordsworth's poetry that are memory and nature. This time the poet has used a simple musicality to create eloquence in this poem. The plot of the poem is very simple. It depicts the poet's wandering and the result of this wandering emerges in the form of a beautiful cluster of dancing daffodils beside the lake. The memory of that whole picture pleases and comforts him when he is alone, gloomy and when restlessness tries to occupy him. The way the poet has characterized the occurrence of memory of the daffodils gives a strong feeling of inner satisfaction when one recalls the memory of any beloved person or any beloved object. The reverse personification of its early stanzas has the main brilliance of this poem. The speaker is compared to a natural object that is a cloud and it's the example of metaphor here as "I wandered lonely as a cloud / that floats on high..." The daffodils are continually personified as human beings, which are dancing and tossing and moving their heads in happiness. "A crowd" and "a host" are also the examples of personification. This technique creates an integral unity between man and nature, making it one of Wordsworth's most basic and effective methods to instill the same feeling in the reader as the poet himself is experiencing. The poet has used a good number of adjective to describe human and nature related nouns that create harmony between man and nature.

### **Questions carrying 2 marks:**

**1. Identify the Register of the italicized words**

- a) King of *Spades* and Queen of *Hearts*; (Game of Cards)
- b) Heavy rain due to *deep depression* (Meteorology)
- c) He knows how to predict the *bear and bull markets* (Stock market)
- d) Huge investment is required for modernizing the *plant* (Industry)

**2. Give at least one meaning the italicized words in Question 1**

(Spade/Heart, Depression, Bear/Bull, Plant) in a different Register  
Instrument (Farming)/Blood pumping organ (Anatomy); Dejection (Psychology);  
Animal (Zoology); Tree (Botany)

**3. Identify the words having sexist bias (any two)**

- a) Mrs Ganguly can speak English fluently.
- b) She is a poetess.
- c) We expect a group of businessmen at the annual economic summit.
- d) Manning the timetable without anybody's help is next to impossible.

**4. Replace the following (any two) with words without any sexist nuance:**

Miss; Authoress; Chairman; Man and wife (Ms; Author; Chairperson; Husband & Wife)

**5. Rearrange the pairs following the rules of collocation:**

- a) Dense Flavour (**Dense fog**)
- b) Dull Salary (**Dull colour**)
- c) Handsome Colour (**Handsome salary**)
- d) Delicate Fog (**Delicate flavour**)

**6. Choose which one of the following verbs (Miss, Get, Do and Make) goes well with the expressions below:**

- a) \_\_\_\_\_ a goal b) \_\_\_\_\_ peace c) \_\_\_\_\_ lost
- d) \_\_\_\_\_ a home e) \_\_\_\_\_ an appointment f) \_\_\_\_\_ a lesson
- g) \_\_\_\_\_ homework h) \_\_\_\_\_ the cooking i) \_\_\_\_\_ ready
- j) \_\_\_\_\_ progress k) \_\_\_\_\_ someone's help l) \_\_\_\_\_ nothing
- m) \_\_\_\_\_ an effort n) \_\_\_\_\_ one's best o) \_\_\_\_\_ furniture
- p) \_\_\_\_\_ the shopping q) \_\_\_\_\_ trouble r) \_\_\_\_\_ someone a favour

**Answer-Key:**

**a) make b) make c) get d) get e) make f) get g) do h) do i) get j) make k) get l) do m) make n) do o) get p) do q) make r) do**

**7. Decide which word or phrase completes the sentence**

1. He didn't know anything about business, so starting his own business was

- \_\_\_\_\_.
- a) a leap into the cloud
- b) a leap in the dark
- c) a leap into the whole

2. I hate the way he criticizes everybody. It really rattles \_\_\_\_\_

- a) my back
- b) my bones
- c) my cage

3. When her business crashed, she had to pick up \_\_\_\_\_ and start again.

- a) the fragments
- b) the pieces
- c) the stones

4. She felt sad when she realized that she had lost her watch. It wasn't expensive but it had sentimental \_\_\_\_\_.

- a) expense
- b) price
- c) value

5. I used to go to church under false \_\_\_\_\_. I never wanted to go but my mother made me.

- a) agreements
- b) feelings
- c) pretences

6. One minute they were just talking and then all hell broke \_\_\_\_\_ and everybody started screaming and shouting.

- a) free
- b) loose
- c) over

7. He never cheats or tricks anybody when he plays. He always goes by the \_\_\_\_\_.

- a) book
- b) instructions
- c) principles

8. Don't tell Mary your plans or she'll tell everybody. She is always \_\_\_\_\_ her mouth off.

- a) shooting
- b) speaking
- c) talking

9. Tom might be able to help with your problem. He has friends in high \_\_\_\_\_ who might be able to change the decision.

- a) jobs
- b) places
- c) spots

### **7. Answer-Key**

**1. b 2. b 3. b 4. c 5. c 6. b 7. a 8. A**

### **8. Exercise on Stylistics (Each questions carrying 2 marks)**

**Below is a short paragraph. Using the questions provided, conduct a short stylistic analysis of the paragraph.**

Wow, everyone in the office asks if I'm well. I didn't look sick. I didn't feel sick. So, why do people think that I'm sick? People look at me like I'm a dead snake in the desert with the buzzards circling around me. What could possibly have them believing that I'm ill.

Total number of words:

Level of Diction:

Total number of monosyllabic words:

Total number of polysyllabic words:

Total number of sentences:

Total number of simple sentences:

Total number of compound sentences:

Total number of complex-compound sentences:

Total number of complex sentences:

Total number of exclamatory sentences:

Total number of interrogative sentences:

Total number of declarative sentences:

Total number of imperative sentences:

Total number of Nouns:

Total number of Pronouns:

Total number of Adjectives:  
 Total number of Adverbs:  
 Total number of Verbs:  
 Total number of Conjunctions:  
 Total number of Interjections:  
 Total number of Prepositions:  
 Any tropes:  
 Any schemes:  
 Any other ornaments:

**9. Match each literary device to its correct example:**

1 <i>Alliteration</i>	" The Daily Show" is a satirical version of the news. 13
2 <i>Euphemism</i>	My computer hates me. 11
3 <i>Extended metaphor</i>	I am nobody. 9
4 <i>Hyperboles</i>	I couldn't catch his <i>tongue</i> . (language) 7
5 <i>irony</i>	Time is a thief. 6
6 <i>Metaphors</i>	Tick-tock. 8
7 <i>Metonymy</i>	I am so tired I could sleep for a year. 4
8 <i>Onomatopoeia</i>	Singing a song or writing a poem is joyous. 10
9 <i>Paradox</i>	Peter Piper picked a peck of pickled peppers. 1
10 <i>parallelism</i>	All the world's a stage and men and women merely players. 3
11 <i>personification</i>	bathroom tissue, t.p., or bath tissue for <u>toilet paper</u> . 2
12 <i>Sarcasm</i>	as fun as cancer. 5
13 <i>satire</i>	I am trying to imagine you with a personality. 12

**10. Choose the correct answer:**

- ❖ This is not an office. It is Hell with fluorescent lighting.
- . **Sarcasm**
- . Personification
- . Alliteration
- ❖ He has the heart of a lion.
- . Metonymy
- . **Metaphors**
- . irony
- ❖ as clear as mud.

- . Extended metaphor
- . Euphemism
- . **Irony**

❖ A rich man is no richer than a beggar.

- . **Paradox**
- . Onomatopoeia
- . parallelism

❖ Time never waits for anyone.

- . Satire
- . Hyperboles

- . **Personification**

❖ I am so hungry, I could eat a horse right now.

- . Euphemism

- . **Hyperbole**

- . Irony

❖ Hope is the thing with feathers

That perches in the soul,

And sings the tune--without the words,

And never stops at all.

- . Metonymy
- . Onomatopoeia

- . **Extended metaphor**

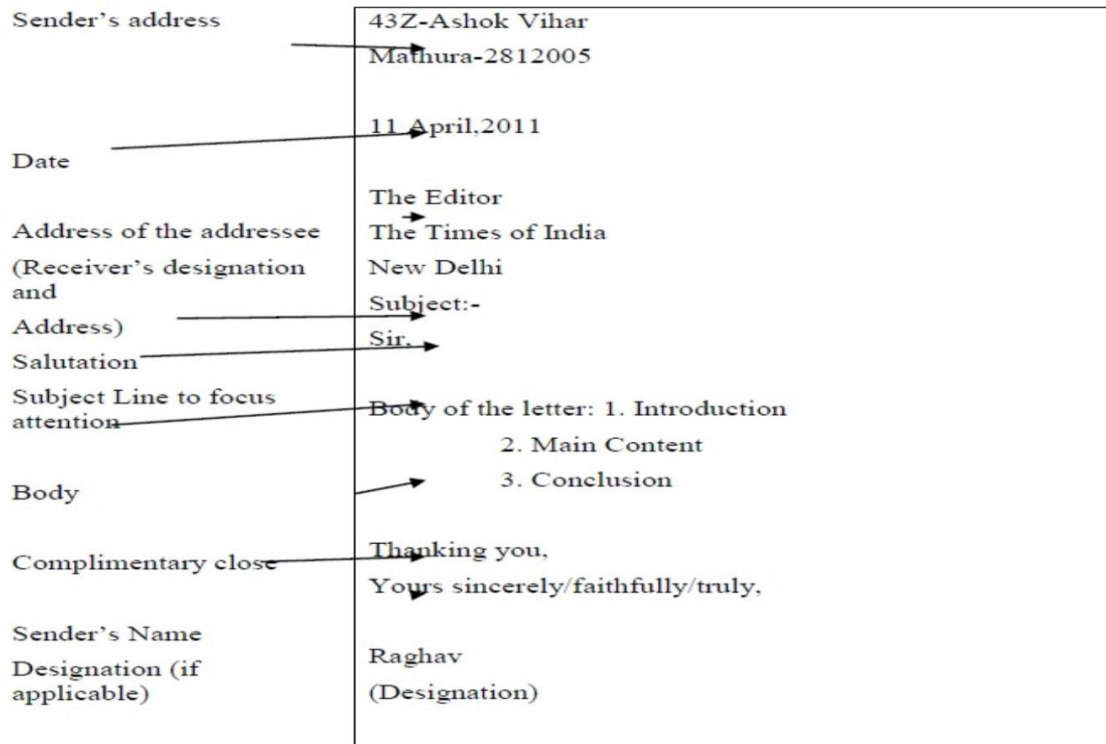
*P.T.O*

## 5. Writing Composition: Letter Writing, Essay Writing

### ❖ LETTER WRITING:

#### Format:

#### Format-



#### Solved Example

1. Anand witnessed an accident near the school gate where a child fell down and was hurt very badly. Many people were standing around but did not know what to do. Finally the child was carried to the hospital by a taxi driver. Anand felt the necessity to enable the students to render the first aid to the victim. He decides to write a letter to the editor of a local daily about the importance of knowing first aid. Write the letter on his behalf using your own ideas and the ideas from the unit 'Health and Medicine'.

To,  
The Editor  
The Times of India  
New Delhi

Date: 29/09/2017

#### Sub:-Importance of knowing first aid

Sir,

May I have the honour to draw the attention of the authorities and the people through the esteemed column of your newspaper about the importance of knowing the first aid? Today a child met an accident near the school gate. Many people were standing around but

did not know what to do. Finally the child was carried to the hospital by a taxi driver. The students should be made aware of primary steps of first aid at school. In the school curriculum, it should be included. Even competitions should be held to make them efficient at first aid.

At the same time, they should have their own mini first aid box at their home. The parents should encourage their children for this purpose. They should know what to do in such situations before the victim is carried to the hospital. At times, the first aid can be life saving. The government and the concerned educational authorities should initiate a step towards this.

Thank you

Yours sincerely

Anand

## ❖ **ESSAY WRITING**

### **How to Write an Essay**

#### ***Introduction Paragraph***

- An attention-grabbing "hook"
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

#### ***First Body Paragraph***

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### ***Second Body Paragraph***

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### ***Third Body Paragraph***

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### ***Concluding Paragraph***

- Concluding Transition, Reverse "hook," and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

### **Examples of Essay:**

#### **My World, My Dreams**

Most children acquire the same eye color or a similar shaped nose from their parents, but I've inherited much more: a passion for learning and an insatiable curiosity which has served me well throughout my academic career. My father, an electrical engineer, taught me to explore the world with inquisitive eyes, constantly seeking to learn more, to understand more. I watched him for hours as he worked on elevator schematics at home, wondering what

all the various symbols and lines meant. I was fascinated by technology and wanted to know how and why things worked the way they did. "How does this toaster work?" "What's inside this CR?" I was never satisfied with the simplified answers that my parents sometimes gave to these questions. So I discovered many answers for myself by exploring and experimenting. My playground was a jumble of old circuit boards, spare electric wire, and an assortment of broken appliances. I spent hours disassembling and tinkering with the amazing treasures I found lying around our garage. My mother, a first grade teacher, noticed my intellectual curiosity and encouraged my childhood explorations. She gave me piles of mind-opening children's books, which I willingly read. Books like "What Makes Popcorn Pop, and Other Questions about the World around Us" allowed me to discover the irresistible appeal of imaginative questions and their fascinating answers.

I was given a remarkable amount of freedom at a young age. When I was 6, my parents bought an old computer for 10 thousand rupees from a local yard sale with the intention of letting me loose on it. I was thrilled. Motivated by curiosity, I delved into it at once and learned how to use each and every feature of the computer's antiquated MS-DOS operating system. With my father's help and an old programming book by my side, I even created simple videogames for my younger brother to play. My parents taught me to be independent and self-motivated by providing me opportunities to learn by trial and error. I recall an episode where my parents bought a new microwave when I was just 8 years old. As they unpacked the microwave, I caught sight of the owner's manual and asked to see it. After reading the 40-page text front-to-back, I learned one very important thing: how to use a feature called "child lock," or as I saw it, "parent lock." By pressing a special sequence of buttons on the microwave, I disabled it, thus protecting my parents from the dangers of using the appliance without my supervision. Until this day, the first thing I do after buying a new gadget is read the entire manual, in search of nifty features. My intellectual curiosity is the result of a unique combination of early influences and childhood experiences which have fueled my passion for learning inside and outside of the classroom -- learning from everything I do. I hope to continue applying this curiosity to all aspects of my life, exploring the world through the eyes of my childhood persona. By refusing to accept the obvious explanation, refusing to settle for a superficial understanding, and refusing to endure the status quo, great American innovators like my role model Benjamin Franklin created new knowledge, new technologies, and new innovations. I strive to do the same. It's part of who I am, and what drives me to become successful and happy.

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