

Appendix - C

Table No.3
Percentage of Total Use of Weak Forms by Various Speakers

	Text 1		Text 2		Text 3		Text 4		Text 5					
	T.V. News 1 speaker	487	T.V. Talk 2 speaker	620	Telephone Conversation 3 speaker (A)	154	4 speaker (B)	190	Lecture 5 speaker	780	Face to Face 6 speaker (A)	327	Conversation 7 speaker (B)	230
<u>Occurrence</u>	186	136	34	52	140	111	80							
<u>Frequency</u> Near R.P.	38.19%	21.93%	22.67%	27.36%	17.94%	33.94%	34.78							

T. V. (NEWS)- S2B - 020 ICE 6

MINU (Female)

Wed.22.5.91, 7.50 a.m.

With deep regret we inform that the former Prime Minister
and Congress-I President Mr. Rajiv Gandhi has been killed in a
bomb blast. The tragedy which has shocked the whole country and
the world occurred at ten minutes past ten last night fifty
kilometers away from Madras. Mr. Gandhi was about to address an
election meeting at Shriperumbuddur when the massive explosion
took place. The body which was taken to the general hospital is
being flown to Delhi this morning. AIR correspondent Samudram
after seeing the body, reports that the face mutilated
beyond recognition. Eye witnesses told AIR correspondent that
Mr. Rajiv Gandhi after garlanding the statue of his mother, Mrs.
Indira Gandhi, near the dais was proceeding to acknowledge the
greetings of the crowd as he received a few garlands, bouquets and
shawls, there was a loud explosion possibly on the rear side of
Mr. Gandhi smashing his head instantly. Initially it was mistaken

for a burst of a cracker to welcome him a lone lady who had come
 to greet Mr. Gandhi was also blown to pieces. According to information available, nine other persons including three police officers have been killed in the incident. Fifty have been injured. Mrs. Maragatham Chandrashekhar former Central Minister and Congress-I candidate from the Shriperambuddur Parliamentary Constituency is among those injured. AIR correspondent understands from police office that the bomb blast might have been operated by remote control indicating that persons responsible for the explosion are well versed in handling these devices.

The body of Mr. Rajiv Gandhi is being brought to the capital from Madras today. An official spokesman said the body of Mr. Gandhi will be kept in state at Teenmurti House. The Congress-I spokesman Mr. Pranab Mukherjee said that the Working Committee of the party will meet this morning to chalk out the funeral arrangement. Mrs. Sonia Gandhi accompanied by her daughter Priyanka has already reached Madras by a special aircraft and is on her way back. Mr. Rahul Gandhi who is now in the United States is rushing back to Delhi.

The government has decided to set up a commission of enquiry headed by a Supreme Court judge to look into the assassination of Mr. Rajiv Gandhi. A special Investigation Team has been set up for this purpose. The government has declared seven day state mourning on account of Mr. Gandhi's tragic demise.

Central government offices will remain closed today as a mark of respect to the departed leader. All banks and financial institutions will also remain closed today under the Negotiable Instruments Act. Most of the State Governments have also announced a public holiday. Flags will fly half-mast and schools and colleges will remain closed. The Supreme Court will also remain closed today.

Mr. Rajiv Gandhi was born on the twentieth of August Nineteen forty-four in Bombay. The forty-seven year old Rajiv Gandhi was the eldest son of Mrs. Indira Gandhi and Mr. Feroz Gandhi and the grandson of the Country's first Prime Minister Mr. Jawaharlal Nehru. He had his early education at the Doon school and later studying Mechanical Engineering in

the Trinity College, Cambridge. In the initial stage of his career as a pilot Mr. Rajiv Gandhi did not reveal any interest in politics. Later he joined politics after his younger brother Sanjay Gandhi's death in an air crash in June nineteen-eighty. He won his first electoral battle from Amethi in a by-election in nineteen eighty-one and was subsequently appointed AICC-I General Secretary. He took over as the Prime Minister of India hours after the assassination of Mrs. Indira Gandhi on thirty-first of October nineteen eighty four at the age of forty and led the Congress party to a massive victory in the same year. He was one of the youngest elected heads of a government in the world. As the seventh Prime Minister of the Country Mr. Rajiv Gandhi signed the historic Punjab and Assam accords in nineteen eighty five, the Indo-Srilanka Peace Accord in nineteen eighty seven and won acclamation for sending emergency aid to Maldives in nineteen eighty eight. Mr. Rajiv Gandhi initiated the Jawahar Rojgar Yojana and Panchayat Raj Institution Bill for the uplift of the poor in nineteen eighty nine.

against democracy.

“ I am deeply and personally shocked and grief stricken I have known Rajiv since he was a child. The nation is profoundly shocked at this terrible tragedy. Shri Rajiv Gandhi's assassination is a grievous blow against the people of India and against democracy. Every citizen who will be aware of the dimensions of crisis, he must be fully conscious of individual responsibility towards nation. It is a time when India must ponder over this great tragedy and beware of any attempt to disrupt our national life. We must stand firm resolute and committed to the values of peace brotherhood, national unity and integrity to which Shri. Rajiv Gandhi was committed. Fellow citizens, brothers and sisters, the whole nation shares the sorrow of the bereaved family. In deep sorrow we must face the crisis with courage and determination and not allow this dastardly deed to inflict more damage to India, our nation which Shri. Rajiv Gandhi served with such devotion. The Prime Minister Mr. Chandrashekhar who ^{cut} ~~short~~ ^{/h2/} his visit to Orissa and ^{/t/} ^{/x/} air dashed ^{/t/} to New Delhi ^{/h2/} has also condemned Mr. Rajiv Gandhi's

killing.

“ We are facing an arduous tragedy of our national life. A promising career has been cut short at the cruel hands of an assassin. We never expected this tragedy could come in such a way. Only our courage, determination to fight the cult of violence and bring us out from this crisis. Shri. Rajiv Gandhi worked for the development and prosperity of this nation. He had his own vision of a New India. I appeal to all people to keep patience, endurance and courage and only keep us going on the path of peace and also maintaining our democratic structure. Let us not be taken to emotions. I hope that nation will face this crisis with fortitude and we shall come out with this, with these difficulties very soon. Let the whole nation remain united to face the challenge posed by the enemies of democracy and also those who are against all our tradition and cultural values. I salute the memory of Shri. Rajiv Gandhi.”

(g) (DV) (hXV) (XN)
A number of world leaders have expressed shock and sorrow
(80) (DV)
over the assassination of Mr. Rajiv Gandhi. President George Bush
(DV) (80) (hX) (X2)
of the United States has described Mr. Gandhi's assassination as

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a great tragedy. He said in Washington that it is just appealing
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that people resort to violence to settle political differences.

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The British Prime Minister Mr. John Major described
Mr. Rajiv Gandhi as a very brave man and said his assassination
/wɒz| |ə| |tv| |xɪn| |fɒ| |ʒə| |ʒə|
was a great loss to India and for the world?--The French Prime
Minister Mrs. ?-----expressed shock over the assassination. The

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Pakistan Prime Minister Mr. Nawaz Sherif said he was saddened by
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the death of a man who was a very important figure in the region.

|ʒɪ| |dv| |ʒɪ|
The Deputy President of the African National Congress Dr. Nelson
Mandela has expressed shock at the death of Mr. Gandhi in a
|hɪ| |ʒɪ| |dv| |ə|
statement issued in Johannesburg. The ANC leader extended deepest
|tv| |ʒə| |xɪn| |tv| |ʒə|
condolences to the bereaved family and sympathies to the people
|dv|
of India.

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Reports of violence have come in soon after the news of
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assassination of Mr. Rajiv Gandhi has broken out. In Madras
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several vehicles were set on fire by mobs. The State government
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has taken all precautionary measures and announced suspension of
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bus services. The Southern Railway has canceled all trains
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leaving Madras up to twelve this afternoon. The Central Railway

and the Western Railway have also announced the suspension of
 suburban Railway Services today. In Pondicherry, an unruly mob
 went on a rampage and attacked the home of a former DMK Chief
 Minister and burnt down the cut-outs and banners of some
 political parties in several places in the city. Agency reports
 from Allahabad say that three persons were killed and twelve
 injured in incidents of violence, some shops and houses were set
 on fire by unruly mobs. Reports of fresh incidents of violence
 have coming from Madhyapradesh, Bihar and Rajasthan, Kerala and
 Andhrapradesh. The Bihar government has planned prohibitory
 orders throughout the State. The decision followed group
 clashes in Patana. Incidence of arson were reported from Bilas-
 pur, Ujain and Sagar town in Madhyapradesh. Stone pelting and
 roadblocks incidents have been reported from Cochin and Triven-
 dram in Kerala. The army was alerted in sensitive areas of Jaipur
 in Rajasthan. In the industrial town of Kota violent mobs came
 out in the streets and shouted slogans. In Andhrapradesh an
 indefinite curfew was clamped in Vijaywada following sporadic
 incidence of violence. Army pickets have been posted at vulner-

able areas and patrolling intensified. As red alert has been sounded throughout the country and Chief Secretaries of all States and Union Territories have been asked to precautionary steps. The President and the Prime Minister have appealed to the people to remain calm and maintain peace in this hour of trial.

Mr. Chandrashekhar who was away in Orrisa rushed to the capital and drove straight to Rashtrapati Bhavan. He had an hour long meeting with Mr. Venkatraman. Later speaking to our correspondent he talked about the security arrangements to maintain law and order in the country ?---

Maximum security alert has been sounded in the capital and the army has been asked to stand by and placed at strategic locations. Paramilitary forces are assisting the Police in maintaining law and order. Carrying of arms lathis or any other material for creating lawlessness has been banned. According to Delhi Police instructions have been given to all personnel to deal very firmly with any attempt to disrupt peace. The Delhi Transport Corporation buses will not ply today. The elections to the Loksabha and some State Assemblies scheduled for tomorrow

have been deferred to the twelfth of next month. The Chief

Election Commissioner Mr. T.N. Sheshan who met the President Mr.

R.Venkatraman in the early hours today announced that the third

phase of polling scheduled for Sunday will now take place on the

fifteenth of next month.

The Election commission has decided that the polling

scheduled for the twenty third May will now stand deferred to

the twelfth of June. And the polling scheduled for twenty sixth

May will stand deferred to the fifteenth of June. The date on

which the election will be completed which was earlier announced

as thirty-first May will now be the eighteenth of June. The

repolls ordered in several polling booths consequent upon

various reasons for the poll held on the twentieth will also now

be held on the twelfth June. In respect of the elections already

held polling held already on the twentieth of June the counting

will be taken at an appropriate later date which will be

announced separately.

And what will be the earliest position in the event of

Mr. Rajiv Gandhi being declared elected from Amethi.

As the polling is over in Amethi, constituency the election polling process is completed as far as Amethi is concerned. The counting will be take place at the appropriate time and in the event of Mr. Rajiv Gandhi being declared elected the seat will automatically fall vacant and by-elections will require to be held.

And now look at the temperatures recorded in the four metropolitan cities at five thirty this morning. Delhi twenty three degree Celsius, Calcutta twenty-eight point two, Madras twenty-eight point two and Bombay also twenty point two degree Celsius.

And before we end this bulletin the main points once again.

The former Prime Minister Mr. Rajiv Gandhi dies in a massive bomb blast. Government announces setting up of a commission of enquiry. Funeral arrangements to be chalked out after the arrival of Mr. Rajiv Gandhi's body in the capital today. Red alert sounded all over the country. Polling in the country due on the twenty-third and twenty-sixth of this month rescheduled. There

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will be a special bulletin in Hindi at the end of this trans-
mission at eight forty five a.m.

Talk (TV) S2B-029

Prof. MANUBHAI SHAH (male 52+) on Consumer Protection.

Sat.17.11.90 EMRC Gujarat.

In the last programme we had seen four basic consumer rights, right to safety, right to information, right to choose, and right to redressal, their concepts and connotations. In this programme we propose to concentrate on consumer's right to safety which is the most paramount of all consumer rights. Now when we think of consumer safety, where wide range of goods and services to which the consumers are exposed in relation to health hazard or even for that matter life and death. Take a small item like detergents and drinking water. If the drinking water is not wholesome and potable and free from germs and bacteria, there are cases where the people run into cholera or gastroenteritis and succumb to death. We had the situation last year in Ahmedabad where three hundred and fifty people died on that account. Take a detergent, we do not realise but if the poor or unsafe quality of detergent adversely affect the human skin and it also affects the

/ɒf/ /ʒə/ /ʒɪ/ /ɒf/ life of the garment. Now take the larger cases of air crash where
 /ʒə/ /ʒə/ /ʒɪ/ all the passengers flying by the plane might die or take the
 /ɒv/ /ðɪ/ /ʒɪ/ still worse running out of the hazardous chemical industry. The
 /ɒv/ /ʒɪ/ most known example could be of the Bhopal gas tragedy where three
 /dɪr/ /tʊ/ thousand five hundred people are reported to have been dead
 /ɒv/ /ʒə/ /ɒf/ because of the leak of MIS. Now therefore in this context it
 /ɪz/ /tʊ/ /ʒɪ/ /kən/ /ɪn/ /ʒʊd/ becomes very relevant as to how the consumers can and should
 protect both their health as well as life. Now here when we begin
 /ʒə/ /ʒʊd/ /æ/ /səm/ /ɒf/ /ʒɪ/ /ɒv/ with the story we should look at some of the other items of
 /fɔr/ domestic or day to day use. Take for example domestic gas
 /dɪr/ /ʒɪ/ /dɪr/ cylinder. There are cases where the gas cylinders are exploded
 /ɪn/ /ɒf/ /ʒɪ/ /ɪn/ and resulting into death of the house wives and sometimes with
 /ʒə/ /ʒə/ even the babes in the arms. Take other areas domestic electrical
 /dɪr/ /ɒf/ /tʊ/ /ɪn/ /ɒf/ appliances. There are of day to day use and cases of electro-
 /ʒɪ/ /ɒf/ /səm/ /ə/ /ʒɪ/ cution that because of some defect somewhere person gets a shock
 /ɪn/ /i:/ /ʒɪ/ /ə/ and he gets killed. Now take the other situations where a
 /dɪr/ /ɒf/ hazardous chemicals are involved. When because of fire explosion,
 /ʒɪ/ /ʒə/ /ʒə/ leakage or spillage the people in the neighbourhood. So far the
 /dɪr/ / /ʒə/ factories are concerned or people travelling on the highway when

transportation of hazardous chemicals is involved or people
 living in far away distances where the hazardous chemicals are
 stored for marketing or distribution and something goes wrong. Or
 take another area housing. If the housing is not properly
 designed and the construction or workmanship are not of proper
 order, then they result into unsafe housing. Apart from the most
 obvious one like the collapse of the house, there are more subtle
 forms of safety like from the floors sanitary blocks latrines or
 urinals begin to drip or begins to percolate then that leads to a
 different kind of health hazard arising out of dampness and
 arising out of the discharge. Now more obvious known cases of
 safety of housing happen to be one where because of either the
 poor workmanship or a bad design where a part or whole of the
 house collapses and as a result of which large number of people
 can die, and this kind of things we have to see even more often in
 case of public buildings or public works like bridges dams and
 things of that kind. So therefore the question that arises is that
 if this, the manner in which the consumers are exposed so far as
 their health and safety are concerned how does one go about it.

Now one can talk of some measures that the consumers can take for
 example if you are using a hair dye you should ensure to see that
 the chemicals used therein are not likely to cause cancer or if
 you take the examples of domestic electrical appliances whether
 do they carry ISI mark given by bureau of Indian standards in the
 country. Or if you look at the detergents whether they happen to
 be of good quality and as result of which neither the skin nor
 the life of the garments are likely to be affected. So there are
 some areas where the consumer themselves can take care in both
 ways either in terms of the following the instructions that are
 given for the use of these products or even before buying the
 products one can take certain measures to see that they do not
 run into unsafe goods. The other area of consumer safety namely
 the adulteration of food and there are cases reported and again
 in the news papers where because of the food poisoning people
 tend to die or run into far more serious physical ailments.
 There are also very subtle kinds of cases where there are some
 articles or some components in the food to which certain people
 might be allergic and as the result of which they tend to suffer a

great deal. Take another area, For Example, medicine. Now
 ordinarily all of us understand that medicine is supposed to help
 us in terms of the treatment from which we might suffer but there
 are two kinds of serious problems with medicine. Take those
 medicines which are available across the counter without doctor's
 prescription in a sense the patient becomes a doctor and when
 these medicines are purchased across the counter the concern is
 how much information the patient has and is he able to take care
 when he uses those medicines as such. You must have seen the
 report couple of years back when because of the adulterated or
 toxic substances in glucose saline about fourteen children died
 in Bombay. Now some of the medicines across the counter which
 look very innocent they themselves can become hazardous in
 respect of certain categories of patients like children, pregnant
 women or aged people suffering from blood pressure or heart
 trouble. So therefore even the medicine which normally supposed
 to help us can cause this kind of health hazards or the problems
 of safety. Now let us take some areas where you are not able to
 immediately connect the use of the product or the existence of

city and the effect on the underground water in wells and in the
 springs might be found-thirty forty miles away from the place
 where they were discharged or the toxic waste might have been
 dumped today and may be after years fifteen years some
 disintegration takes place and the ground water gets affected.
 So therefore you can see now from the various examples and kinds
 of situations that I have described that the area of consumer
 safety is so wide and so large that one has to be extremely
 careful or cautious in ones own life. Now there obviously will
 be a question that all this is fine but what can be done now.
 There are number of things that can be done and one can only
 illustrate as to how far you can succeed in getting things done.
 Say, for example, take domestic electrical appliances and some of
 the items that we use in our homes day to day. Because of the
 public opinion pressure ultimately the government of India came
 forward and they not only made the ISI standards compulsory, ISI
 standards mandatory for these domestic electrical appliances but
 now in respect of some items for the country as a whole even the
 certification by ISI now called BIS has been made compulsory and

those items happen to be like these electrical irons, emerson
 heaters, radiators a... then take a... the switches, two pin and
 three pin plugs now those about eight items for which not only
 the BIS standards are mandatory but even certification has been
 made compulsory which means that unless these items carry ISI
 certification mark they cannot be sold in the country. Now at
 least one thing that ISI certification assures you is that if
 the certification is done rightly at least they are safe
 products. They may or may not be of extra-ordinarily high
 quality but certainly they give you an assurance that they are
 the safe products if by chance some manufacturer do though he
 carrying an ISI mark but those products don't confirm to ISI
 standard then his liability becomes much bigger and in any case
 the Bureau of Indian Standards helps you in respect of dealing
 with that kind of situation either in terms of replacement of
 goods or any other remedy that may become available. In case of
 Gujarat the state has gone even step further that all those
 faulty electrical appliances for which ISI standards were made
 mandatory way back in nineteen seventy six and further amended

in nineteen eighty one. All those appliances now are required to
 carry an ISI certification mark before they are being sold or
 marketed in Gujarat. One option is given that either they carry
 ISI certification mark or they carry a certification mark
 provided by chief electrical engineer. So this is one measure
 where the consumers can feel reassured that if they use the ISI
 certification marks electrical goods in the home or appliances
 in the home they may be reasonably safe. Other example that I
 want to give you is very interesting one but is foreign. Again it
 deals with the drugs. This happened in United States,
 particularly in state of California meaning around the decade, A
 drug was introduced in the market and in the short words it was
 called DESDS and it's full name of Dyfile Solbitrol, now this
 particular brand of medicine was introduced in the market to help
 pregnant women to avoid miscarriage or abortion. The drug was
 found to be effective. So far as prevention of miscarriage or
 abortion was concerned but it had an unusual kind of defect not
 only pregnant women who took the medicine but of the daughters
 born of those pregnancies and that too after the daughters

reached the age of puberty between fourteen and eighteen and
those daughters were found to suffer from cancer and an
interesting question of law arose that whether these daughters
born of these pregnancies have a remedy against the phar-
maceutical companies. You can imagine the difficulty involved
that the daughters who bare the victims are not the consumers of
the medicine and their mothers had consumed this medicine before
fifteen, twenty years when they were in their mothers' wombs and
the matter went to the California State Supreme Court and the
court found a solution to this problem since this medicine DESDS
was manufactured and marketed by a large number of pharmaceutical
companies so what the court did was that court ascertained the
total sale of the medicine and in this way total market for this
medicine how much was the share or the market share of each of
this particular products by each of the pharmaceutical companies
and depending upon the market share of the pharmaceutical
company for this particular drug during seventies the court
awarded a total damage let us say may be a million dollars and
then the court said on the principles of apportionment linked

with the market share as to how much money shall be paid by each
 of the pharmaceutical company to these daughters who had suffered
 from cancer because of the adverse effect of this medicine. As
 for a statistical information I can tell you there are about one
 thousand such suits filed in the U.S. Courts Now of course this
 particular drug has been withdrawn from the market. So what one
 would like to look at or look back and see that there are
 preventive measures which can be taken by the consumers and or
 the authorities concerned at the same time in the unfortunate
 event of loss or injury sustained by the consumers. There are
 remedies available. An American example goes to a large extreme
 or a large unusual kind of condition where one is not able to
 prove the cause effect relationship between the particular
 product and its consequence and yet the victims were able to
 recover substantial amount of damages from the pharmaceutical
 companies.

Let us now come to the Indian scene if on account of use or
 consumption of any unsafe goods or unsafe services of which I
 give number of illustrations or examples if the consumer suffers

loss or injury what remedies are available to him under the
 consumer protection act of nineteen eighty six three tier quasi
 judicial machinery is being set up consumer grievance disputes
 redressal district forum state commission and national
 commission. Now if the consumer is able to prove that the loss or
 injury suffered by him on account of unsafe goods or unsafe
 services was on account of the negligence of the people who
 provided the goods or services the consumer will be able to claim
 damages in respect of loss or injuries suffered by him so
 therefore this new machinery not only provides the remedy but
 that remedy is likely to be most inexpensive and least time
 consuming because they are starting on a clean slate and they are
 specialised tribunals.

Telephone Conversation - SIA 092

Mrs. Desa and Mrs. Malini

A: See Hellow Erona. Here is ^{/Iɪz/} Nalini. (Ya Accha)

B: After a ^{/ɔ/} long time you phone up .

A: Yes very long time you ^{/əv/} have not met.

B: Why not I ^{/əv/} have tried, what happened?

A: a... about what?

B: No, why you ^{/dɪd/} did not ^{/fɔɪ/ b/} ring up for a long time?

A: a...I ^{/wəz/} was not ^{/fɔ/} well ^{/səm/} for some time. (achha achha) So I couldn't
ring you (I see) OR I ^{/kən/} can even meet you (ha ha) so now I
^{/tʊ/} decided to ^{/tʊ/} ring you at least ^{/tʊ/} speak to you on telephone.

B: Why you ^{/dɪr/} are not going walk also?

A: I wasn't going ^{/fɔr/} for ^{/əv/} sometime. Now I've started.

B: Ha achha achha. How you ^{/dɪr/} are keeping now?

A: Now I ^{/əm/} am much better, (achha achha) so a... recently I
received my son's letter so I ^{/tʊ/} decided to ^{/tʊ/} tell you about that.

B: Ha ^{/Iz/ /i:/} how is he?

A: He is ^{/i:/ /Iz/} ok, very ^{/ən/ /i:/ /hɛz/} fine and he has ^{/səm/} described some events (he ha)

So I (achha achha) I think a... it is^{/Iz/} about their Inde-
 pendance Day. They celebrated on 4th^{/of/} of July (I see)so he^{/i:/}
 had gone^{/hid/} to see^{/tv/} some^{/sam/} fire work (Ha) sembling fire works^{/xn/} and
 he has described all about that (achha achha) I very beauti-
 fully, he say and has not seen like that in India. (I see) So
 he was quite open them;^{/hi:/} (ha ha) has described a lot about
 that. How are you now?

B: I am O.K.^{/am/} (A rainy season no)Not keeping very well at time (ha
 ha) cough and all.^{/xn/} (I see) My husband also was not keeping
 well. Now he is ok (I see) I also was wondering why you did
 not ring up for a long time?

A: Are you taking any medicine?

B: No. He didn't wanted to take unnecessarily. (ha) So how are
 you keeping now?

A: Now much better^{/xn/} and still on some medicine.^{/sam/}

B: achha , achha, a what about your friend ?(my friend..)

A: She has come down to Bombay so I am planning to go and meet
 her one these days (ha ha) In fact I had invited her to

see Kolhapur, (I see) she has come this side. But this
 season of monsoon, I thought may be, she will, they will not
 enjoy it much (ha ha) so any way, let me see I might receive
 her call one of these days. (ha ha) If she is going to stay
 longer, she might come down. And may be will have to plan
 to take her to Panhala or some other places, Bijapur
 or something nice places (ha you can show her these places)

Now places also ..

B: And are you going to Bombay to visit her?

A: Yes, most probably I will be visiting her a by this week
 end. I might go because we have holidays for Ganapati
 suppose (yes yes) so I might go

B: So I am what, suppose we can go together also

A: Yes, not bad idea. Do you have holidays but I mean you got?

B: Yes, I got leave and also and I can apply and we can go
 together .

A: No no, that's not a bad idea .

B: That will be pleasant travel I suppose, (ha ha) so very long
 time we have not travelled together I think. It was a...

about four or five years ago.

A: I know seeing no otherwise all alone. How is Mummy?

B: She is ok now (achha) she is at home. And they are all watching some a-programme on star TV (I see) all of them are quite enjoying. (so you have got star connection now)

Yes. They got star connection these days, so I think

some Remington Steel or detective serial is there. So they like to watch it. So all of them always watch. But I am not so interested in all these things.

A: Why? it's quite nice

B: May be, but I like to go around in the evenings, after working whole day I don't like to sit at home so I feel like going out and having some fresh air. I will say you so, walking also is good for health (Ya good exercise). After sitting whole day in the lab it's better to walk around.

A: I have also back pain these days. I am taking tablets also.

B: Are you taking exercises all that?

A: Sometimes when it is very bad I go for it, at time still very

lazy you know when it comes too much then only be to do

something. (Ha ha)

B: Well, you should be very punctual about all these things.

A: That's very true man (ha ha) As I think what (how is your
aunty?)

A: O.K. she is ok (ha ha) still she was not received her son's
letter recently (ha ha) she had a bad fall and something,
has slipped and fell in the bathroom, (My god) so now I think
she is much better you know I will have to write. I don't
know whether I can make on my way back from Bombay (ha ha)
if possible I will visit her and see. (yes) You know her son
is getting married (No I didn't know) because you didn't
meet her long time (yes) so may be to end of October or
November (I see) so we have a function in the house. (ha ha).

B: Ha ha, I'm glad tell him my hearty congratulations. (I know)
And how is your sister at Bombay?

A: She is ok. she will retire in next year (I see) by May end

B: So what is her programme now? is he taking any leave?

A: She should take leave because she has got enough leave (ha)

three months or something (ha ha) She might take just these
after February (I see) she will rest later on. She is
happy that she is retiring. She is very tired.

B: Yes all these days. How long she was working?

A: She is working in quite many years some before working well
in the bank she was working somewhere private. Now she is
completing sixty.

B: So at least more than thirty years she must be there, so
naturally she is very tired of all these.

A: We are feeling tired now itself (Yes I am waiting for that)
You can, you can spoke for it because your son is grown up
another two years he will work start working you have it
stand it hand, Isn't it?

B: Yes it's so nice. (ha ha) And I heard about some my brother
recently. His son is a now, they are getting some proposals
for him. They are thinking of getting him married. (Isn't it
he is very young isn't it?) Yes he is young but now they
think he is marriageable age. (ha ha) So now they are,

actually his mother is very impatient for him to get married. That's why we are trying now. So I think mostly they will fix it in December. So I am thinking of telling my son to come down during that time so that he can attend marriage and have fun at least because he will be coming on yes and after six years will be coming. so if once, after one and half years he comes and visits us that's will be nice (I see) that so what I feel. (Yes Yes it will be nice. Don't forget to call me when he comes down) (Yes Yes I'd like to meet him. It's quite sometime we haven't seen each other. (So what other news?)

B: So I will (Ha) I have received my niece's letter today. She a.. she has passed out her MBBS you know that last year so she has been. Now she is undergoing entranceship that is her one year nearly six months got over so that half part has to do in urban area. So all the time she was with the parents.- Only at Bombay. And only at her she was doing her entranceship CamaHoem Hospitalization (I see in Bombay) Coma and J.J. Hospital. Then now she will be going on 1st of

September, I think she will be going to rural area, so for
 six months she will be away from the house then she has
 return she will like gynecology very much. So she has got
 lot of interest in her subject and is thinking doing her
 M.D. in that subject (very nice) and she got a chance
 operating also during her entranceship it seems because the
 Coma Hospital is for ladies only, so she has lot of
 experience .

A: So fast children are grown up?

B: Ya, I know, just 2, 3 years back we were thinking they are
 kids. Now they are all graduated.

A: That is that means even we too have grown old. (ha ha)

B: So I am becoming quite forgetful I think especially you are
 at least younger than me. (ha ha ha) How is your husband?

A: Now he is alright. He is O.K. busy with his hotel work (ha)

If he says ok, he now he goes for his usual evening walks

makes him very good now, does help him for his health

B: Do you go accompany him?

A: No I think I ^{/mʌst/} must ^{/stɑːt/} start now. I ^{/m/}'m ^{/vɛrɪ/} very ^{/lɑːzɪ/} lazy that way because
 once I come home I ^{/fiːl/} feel ^{/tɪəd/} tired then I ^{/stɑːt/} start with my ^{/kʊkɪŋ/} cooking
^{/ænd/} and then ^{/wɒtʃ/} watch ^{/sɒm/} some T.V. programmes because I ^{/dɒn't/} don't like ^{/tu/} to
 keep ^{/sɜːvənts/} servants for ^{/haʊsɜːwɜːk/} housework. So I ^{/fiːl/} feel I ^{/mʌst/} must ^{/du/} do one ^{/weɪ/} way
 only. So ^{/ðæt/} that ^{/ɒnli/} only ^{/kiːp/} keep ^{/mi/} me ^{/ɒkjʊpɪ/} occupy until the ^{/iːvənɪŋ/} evening
 say, ^{/eɪt/} 8, ^{/naɪn/} 9 o'clock once I ^{/hæv/} have my ^{/dɪnə/} dinner. Then I ^{/fiːl/} feel ^{/vɛrɪ/} very
^{/tɪəd/} tired and ^{/slɪpi/} sleepy.

Unscripted Speech, A Lecture S2A 034

Prof. S.K. VERMA (Male)

What I propose to do this morning is to reinforce some of the points that I made yesterday and then move on the two or three new points.

Let me say firmly and with all the authority with the power underlying my perception of teaching in India that grammar has a very important role to play. So grammar is not out. Don't go back with the impression that grammar is out. Grammar is in because as I said yesterday grammar is the heart and soul of a human

language. No grammar, no language. Language means grammar. Now the question is that we are teaching and learning English as a second language, how should we present the facts of grammar in a classroom situation to facilitate the learning of English which means use of English effectively in a variety of situations. So

it's not a question that we are not... sitting here to say that alright that grammar is out now. What we are trying to say is what is going to be the best way of presenting the facts of

grammar. So that's point No. 1, point No. 2 is that it's very
 difficult to draw a sharp line between grammar and lexis And
 therefore in producing our teaching materials you will have
 to have two types of materials to be highlighted. (diagram B B)
 And these two types of materials will be sentence-based
 grammar and word-based grammar. And one of the excellent refer-
 ence books at the secondary level is even now that old Palmer's
 Grammar of English Words. He selected about thousand productive
 words and he has presented the grammar of those words in the
 form of a dictionary. It's excellent book even now. And we are
 going to do these two within the over-all frame-work of... so we
 are going to organize our materials-Grammar-materials- (BB
 writing) in two parts Sentence-based grammar and word-based
 grammar. But whether it's sentence-based grammar or word-based
 grammar the actual presentation will take place in the context of
 discourse or (diagram B B)

Because the point that I made yesterday is we are not
 interested in grammar for the sake of grammar, we are not
 interested in rules for the sake of rules, we are interested in

making the rules function-making, the rules function. How do we
 make use of rules to produce language texts of discourse
 materials? So that's second point. a.. An example of words-based
 grammar will be.... (B B) the choice of verb ... you have a
 network of verbs and then which one to select in a given context
 or in a given text and then the grammar will say once you have
 selected this then your choice here is restricted which will also
 mean that, this will rule out the possibility of a that clause
 coming after this where as if you select say then you can have a
 that clause.

Third point which I would like to reinforce is (diagram BB)

The learner's mind is that mysterious black box and our ultimate

objective is language as I said yesterday is the meaningful

human activity. This is the meaning. This is the experience?

This is human experience. How do I say what are the possible forms

that I should be using to convey this meaning or this experience.

And the whole thing is processed mysteriously by this learner's

black-box. So once again we are moving from, we are not saying

that form is useless. What we are saying is language is a

meaningful activity. So what the learners have to have their

focus on is this is the meaning, this is what I propose to do.

Language, that's why one of the titles of Halliday's important

book is 'Learning How to Mean.' This is a very important concept.

Second language Learning, a second language means learning

how to mean in a new context of culture. Learning how to mean.

How do I mean? I know how to mean in my mother tongue. How do I

mean in my other tongue which is English. So learning how to mean

is learning to categorize human experiences you remember the

point that I made multi-lingual view of the universe bi-focal

view of the universe. This is when I have English classes on.

This is how the word appears when I have my Marathi classes on.

This is how. Now I am using English in the Marathi context of

culture how do I use English. Again in spite of all that you

keep on saying your students are going to address you as

'respected sir' which is not English. But chalata hai. In our

context of culture it's something which is very important.

They want to show their respect for their teachers. So we are

moving from meaning to form. It's movement. Just as yesterday we

/dɪr/ /frɒm/ /tv/

said we are moving from fluency to accuracy. Ultimately our

ultimate objective is to help learners produce texts. And once

they start producing texts the text must be linguistically also

accurate. But we are not going to... to put a check on the

fluency right at the beginning. We are going to encourage them to

play with language just as a human child in the context of his L

1 plays with language, tries out experiments, tries out all kinds

of tricks. So we will allow a second language learner also to

play with his language. But as a teacher we are around and the

people saying, oh I see what you meant to say is has he come

this morning? And things like that so what we are doing is as a

result of interaction what you are doing is exposing him to your

concept of the standard variety of his language. So in fact all

movements are from dialectal varieties, idiolectal varieties to a

frozen, a standard variety of language for the time being so

we are moving from dialect from idiolect to what we consider

at a given point of time to be the standard formal variety of

that language.

Then I said that every teacher of a second language in fact

I will say also of first language has to have a set of reference

tools. And the two important tools are....(B B writing)

As teachers we must get into the habit of looking up

standard reference grammar and looking up something in a standard

dictionary when in doubt go to COBUILD or LONGMAN or we have

had for years in the field of ELT ADVANCED LEARNER'S ENGLISH

DICTIONARY which we have been using. But we have now better

dictionaries as reference dictionaries.

Grammar I said, we need three types at three levels

reference grammar. What do I say is this alright Now you will

find that in all the states in the country today newspapers they

have I don't know about Maharashtra but down South Deccan Herald

Hindu now Deccan Chronicle News Time. They have a column every

week either know your English Subrhamanam or mind your language

or Yadurajan's. I forget the title of his series so there is a

big demand. Is this the right kind of English that we are using

and this demand is coming from senior IAS officers, senior

executives. Am I really right the way I am writing the way I am

drafting? So there is a big demand for grammar. It's not true

/ɔxt/ that /ɪz/ there /s/ is /nɔ/ no /fɔr/ for /æ/ demand /ɪs/ and /æt/ it's /ɔ/ not /ɔ/ the
 learner's /s/ level. /ɪs/ It's /æt/ at /ɔxt/ fairly /ɔxt/ advanced /ɔxt/ level. /ɔxt/ People /ɔxt/ feel /ɔxt/ that
 if they /dɔr/ are /tʊ/ going /e/ to /ɒf/ make /ɔen/ a /ɔen/ sophisticated /ɔen/ use /ɔen/ of /ɔen/ language /ɔen/ then
 they /mɑst/ must /bɪ/ be /æt/ accurate. /ɔxt/ So /ɔxt/ accuracy /ɔxt/ comes /ɔxt/ at /ɔxt/ that /ɔxt/ level- /ɔxt/ after /ɔxt/ you
 have /həv/ started /ɔ/ handling /ɔen/ the /ɔxt/ language /ɔxt/ in /ɔxt/ your /ɔxt/ own /ɔxt/ way /ɔxt/ then /ɔxt/ at /ɔxt/ a
 particular /ɔxt/ level /ɔxt/ you /ɔxt/ feel /ɔxt/ that /ɔxt/ it /ɔxt/ must /ɔxt/ be /ɔxt/ grammatically /ɔxt/ accurate
 of /ɔxt/ course /ɪz/ there /ɪz/ is /ɔxt/ nothing /ɔxt/ like /ɔxt/ one /ɔxt/ standard /ɔxt/ form /ɔxt/ There /dɔr/ are
 varieties /ɒf/ of /ɔxt/ standard /ɔxt/ forms /ɔxt/ also. (/ɔxt/ B /ɔxt/ B /ɔxt/ work /ɔxt/)
 Then /ɔen/ we /hɪv/ have /ə/ a /ɔxt/ teacher's /ɔxt/ grammar. /ɔxt/ Now /ɔxt/ the /ɔxt/ reference /ɔxt/ grammar
 derives /ɔxt/ all /ɔxt/ the /ɔxt/ insights /ɔxt/ from /ɔxt/ a /ɔxt/ linguist's /ɔxt/ grammar's /ɔxt/ a /ɔxt/ linguisti-
 cally /ɒf/ oriented /ɔxt/ description /ɔxt/ of /ɔxt/ language /ɔxt/ and /ɔxt/ for /ɔxt/ example /ɔxt/ I /wɪl/ will
 treat /ɔxt/ Quirk /ɔxt/ Greenbaum /ɔxt/ and /ɔxt/ Svartvik /ɔxt/ 'A /ɔxt/ Comprehensive /ɔxt/ Refer-
 ence /ɒf/ Grammar /ɔxt/ Of /ɔxt/ Modern /ɔxt/ English.' /ɔxt/ Because /ɔxt/ what /ɔxt/ they /hɪv/ have /ɔxt/ done
 /ɪz/ is /hɪv/ they /ɔxt/ captured /ɔxt/ the /ɔxt/ insights /ɔxt/ from /ɔxt/ transformational /ɔxt/ Grammar
 Chomsky's /ɔxt/ Generative /ɔxt/ Grammar, /ɔxt/ Halliday's /ɔxt/ Systemic /ɔxt/ Grammar,
 Filmore's /ɔxt/ case /ɔxt/ Grammar, /ɔxt/ Traditional /ɔxt/ Grammar /ɔxt/ and /ɔxt/ then /ɔxt/ put /ɔxt/ them
 together. /ɔxt/ So /ɔxt/ it /ɔxt/ becomes /ɔxt/ an /ɔxt/ exhaustive /ɔxt/ comprehensive /ɔxt/ description
 of /ɒf/ contemporary /ɔxt/ English /ɔxt/ Teacher's /ɔxt/ grammar /ɔxt/ at /ɔxt/ different
 levels /ɔxt/ for /ɔxt/ teachers /ɔxt/ we /hɪv/ have /ɔxt/ different /ɔxt/ levels /ɔxt/ of /ɔxt/ grammar /ɔxt/ which

/tʃɪ/ /wɪl/ /tʃu/

the teachers will need in order to teach.

 /wɪl/ /hɜv/ /ɒf/ /æŋ/

Learner's grammar will have minimal of technical terms and

/tʃɪ/ /wɪl/ /bɪ/ /ɒf/ /eɪ/ /ɒf/

the main focus will be use of language in a variety of

 /wɪl/ /æŋ/ /ə/ /fɔr/

situations. I will give you an example in a minute. For

example (B B work)

 /æŋ/

We set an exercise on Ramu's routine activities every

 /tʃɪ/ /ɪz/ /dʌz/ /hi:/ /dʌ/

morning. The focus is on every morning. What does he do every

 /ɪz/ /ə/

morning? Now see our emphasis is on every morning. A person who

 /dʌz/ /æz/ /ə/ /ɒf/

does something every morning as a matter of habit habitually so

 /dɜr/ /tʃɪt/ /dɜr/ /tʃu/ /hɜv/

although we are not saying that what we are going to have in

 /ɪz/ /bɪt/ /dɜr/

this text is simple or habitual present but we are highlighting

 /tʃɪt/ /ɪz/

that indirectly because our main thing is characteristic

 /ɒf/ /hɪ/ /dʌz/

activities of this person every morning. What he does every

 /hɪ/ /ɒf/ /æt/ /hɪ/

morning. So he gets out of bed at six every morning. He brushes

 /hɪz/ /æŋ/ /æŋ/ /tʃɪt/ /hɜv/ /ə/

his teeth and so on, so on. And then at end we have a box item.

 /hɜv/ /hɜv/ /ə/ /æŋ/

After they have practised language you have a box item. And this

 /ɪz/ /fɔr/ /tʃɪ/ /ɒf/ /æŋ/

box item is for generalization in the form of grammar. And we say

 /ɪz/ /ɪz/ /tʃɪ/ /ɪn/

this is what in grammar is called the simple present and you

 /tʃɪ/ /dɜr/ /tʃɪ/

underline the simple present. So we are not teaching the simple

present /fɔr/ /ɜɪ/ /ɒf/ /ɜɪ/ /dɪə/ /ɜɪ/ /sɪt/
 for the sake of the simple present we are saying that
 there /dɪə/ are /e/ certain things, activities which a human being /dɪz/
 does habitually /ɜn/ repetatively /ɜn/ again and again regularly /ɜn/ and that /sɪt/
 gets focused /kɜn/ you /sɪt/ can /ɜn/ underline /ɜn/ that. And then you /hɪv/ have /ɜ/ the simple
 present /ɜz/ as /ɒ/ a box item. In fact this mechanism of box /ɒf/ item /wɒz/
 was used by I /ɜ/ forget /ɒf/ the name of that American linguist /sɪt/ a... /wɪl/
 will come back /tʊ/ to mind later

Lado

Fries

No no not Fries Lado or we /hɪd/ had /ɒf/ Rapid Review of English Gram
 mar /hɜv/ we have ten or twelve copies.

Prininska Prininska

yes Prininska

ah.. Prininska Prininska Prininska

Let take another example

/ɜz/ The /hɜv/ passive (B B work) Even in our text books we have to /tʊ/
 organize it in two parts. Right at the beginning there /sʊd/ should
 /bɪ/ be /sɜm/ a.. /ɒf/ some kind of /sɜm/ some instruction built into the text which /ɜɪ/
 the teacher /tɪz/ is /tʊ/ supposed to follow in teaching presenting /ɜt/
 that

particular lesson or that particular text item for the teacher

it's very important for him to know that (B B work)

This is the formal representation. If it's not there then

it's not be-passive. It may be some other kind of passive. So the

teacher must be familiar with this that the real form of the

passive will be a choice of a form of the verb to be followed by

the main verb or whatever verb comes after it in the past

participle form. That's one thing that the teacher must know.

Second thing that the teacher must know is it's a mechanism, a

linguistic mechanism a language mechanism for promoting the

object and demoting the subject. But this is for the teacher.

What are the situations that are, that may necessitate the use of

the passive. The situational factors are that we are either not

interested in the agent, in the doer or that the doer is unknown

or that the doer doesn't need any mention. Then the sufferer, the

affected, the 'receiver' comes to the front. This is subject

position and the verb has a marked feature beaten past

participle. So the teacher must know that the use of the passive

is context governed use. It's the context that gives you a clue

/tv/ /ʒI/ /bv/ /ʒI/ /xn/ /æt/
to the use of the passive. And if you look at your text.

You see Blood Transfusion. Now This is a kind of text which
belongs to the register of science. And in the register of
science unless it is biographical or autobiographical the doer is
not so important. It's the action that is important. It's the
activity that's important. It's the thing done that's important.

So I have marked on the first two pages at least ten examples of
the passive where they say now this is done every day with good
results, very little can be done now about this because it has
already been done. Change may be caused if you do this. A
soldier may be brought in and put to bed. A man's blood was
changed. Man could be put into something, something, something.

These were the things which were asked. This was tried out. It
was done and so on, so on. The first pages I find that the
focus is on activity, on the action done, on the thing achieved
rather than on the agent or the doer (Text mutilated)

The focus will be on functional grammar. Again this means
this ties in what we have said is (B B work) That our move will
be from meaning to form.

A language, a human language performs a variety of functions. And a user of a human language would like to make use of these functions. How does he do that? He has at every level when he is making a functional use of language a number of choices. He can say 'get out of the room.' He can also say 'please get out of the room.' He can also say 'would you mind going out of the room?' So which one should he select? They are, all the three are grammatically correct but the choice will be determined by it's function and by function here we mean three things.

Face To Face Conversation : SIA 068

Vina Menezes and Charul.

A: My name is Vina Menezes. I am from Goa.

B: Hello Vina. I am Charul from Pilani, Rajasthan.

A: It's nice to meet you here. It's really indeed very nice for we all have come so far from our different places to this place to attend this programme. And it is really nice that all of us to come to close together.

B: And we met each other and so friendly we became here

A: Yes so you tell me now something about Pilani like you know

the climate, the ways of dressing of

B: Okay about climate ...Pilani's climate is very varying

because you know it is desert desert area So summers are too

hot, too hot.

A: And what about monsoon?

B: Monsoon we rarely get any rains so.... in September when the

monsoon is receding from India then we get rain for four or

five days and that too very...

A: So nice you like that. Hope it was the case in Goa also

B: You have rains there.

A: In Goa it's raining very heavily and you can't go anywhere out also.

B: Yes that is there in rainy Season.

A: Even when you go to school or anywhere out you have to face a lot of problems standing because of rain here and there.

B: And all thethey would get clogged here and there.

A: Even traffic and all is getting jam, then you have to wait there to be get clear, and all and what about the summer?

B: Summers are, well they are very hot I don't suppose you have so hot summer in Goa because.

A: Yes Goa is not very hot you know in summer I think that is the right time you can enjoy in Goa. We have lot of social activities, cultural activities that time, you know that is the right time I think if you come to Goa you will enjoy And not rainy season I don't, will not advise any one to come in

rainy season.

B: In Pilani it's just the reverse you know what is rainy
season for others it is pleasant season for us.

A: So you must be enjoying that season

B: That season, yes Septembers and octobers we enjoy a lot. But
summers June in May and June its really very horrible
temperatures shoot up nearly to fifty degrees. So it is just
the opposite.

A: Yes the opposite exactly.

B: Even in winters, it's so very much cold in Pilani no. And
summers are so hot, temperatures goes to nearly fifty.
Winter's temperatures go in minus. Again because it's desert
no, so no high variation of temperature. (In Goa we won't
have so) cool winter no.

A: No, yes, it is there very nice ya so much will you come to Goa

B: Yes, of course, I will come sometimes if God sends me and you
too have ..

A: God sends me means what you come no like that.

B: Yes that depends.

A: Then ^{/θen/}

B: Of course I intend, I want to come. ^{/tu/}

A: So try.

B: Yes let's see when..... ^{/s/}

A: Very soon.

B: And when are you planning to come to my place? ^{/ɪn/ /d:/ /tu/ /tu/}

A: Ah let's see not so soon. After another three or four years.

B: So long?

A: Yes yes there are some plans behind that. ^{/d:/ /səm/ /θɪt/}

B: why?

A: I'll let it you know after wards I'll write you. ^{/ɔ:/ /ɔ:/}

B: Okay, let's see how and when do you write letters to me. ^{/s/ /ɪn/ /dv/ /tu/}

A: Do you have social life there in Pilani? ^{/də/ /hɪv/}

B: In Pilani, yeh social life is fair but there are so many parties as I suppose you have in Goa. ^{/ɪz/ /bət/ /d:/}

A: Ha, we have too many parties and beat shows. ^{/hɪv/ /ɪn/}

B: You can really enjoy life in (Goa you know), Yes. ^{/kɪn/}

A: Yes, we must come with only one thing that you know what it ^{/mʌst/ /θɪt/}

/Iz/ /xn/ /mɔst/ /hɔv/
is (And you must have nice company)

B: Dancing Dancing drums .

A: Yes , Yes, Yes , it's very Westernized you know (Ha), highly
influence like ..

B: Acha, which is the major religion in Goa?

A: Hindu

B: Hindus are more (than Christians)

A: Christians and Muslims theyAnd Muslims quite a few .

B: These two have so do you do the Hindus and Muslims live and
Christian live close by and like they have ...

A: Close by means ?

B: They have association .

A: There no difference as such you know and we have different

festivals up here. Christians festivals and Hindus festival

in which we take part, you know you don't feel the

difference here they take part in our functions our festival

and we take in theirs. Ours Christmas, Easter, New year

these are the main. Yes we have we have holidays our

Government is not showing difference like that That our

/Iz/ thing is nice

B: /d:/ /ʒə/ What are the main festivals, so they all come and /æn/ celebrate?

A: /æn/ And their festival like Ganesh. /ɪn/ /ʒen/ And then Dewali.

B: /hɪv/ Holi you have ?

A: Yes, /hɪv/ Holi also we have.

B: So you like Holi?

A: Yes. Of course why not?

B: You play?

A: /bət/ Not much but I enjoy /æt/ /ʒem/ looking at them.

B: /æn/ And what about Dewali?

A: /əz/ /æn/ /əz/ /ɪn/ Diwali also they invite us and all us and we go together.

/bət/ But even if we don't go to /tʊ/ their places they make it a /ə/

/tʊ/ /ʒə/ /æn/ /ʒen/ point to get the sweets and then or wherever it is /Iz/

/wɪl/ otherwise they will pack it and they will give you. /ə/

B: /ɪn/ Yes And all illuminations and all everything is /Iz/ fair.

A: Yes Yes Yes.

B: /ɪn/ Lights and all.

A: Yes it looks beautiful. Yes (Beautiful, yes) Specially in

/ʒə/ /kʌn/ /hɪv/
the fifties if you go no you can really have fun.

/ɪn/ /dʌ/ /dʌ/
B: And what do you do on your festivals?

/dɪːr/
A: You know we are having different clubs like town wise or
village wise and each club is organizing dances beat shows
/ɪn/ /kʌn/ /hɪv/
and all you know. So you can have your choice otherwise even
/dɪː/ /ɪn/ /ʒə/
we are having different beaches and all we people on the
/ɪn/ /ʒə/
beaches and enjoy. We don't remain in the houses.

/hɪv/ /hɪv/ /ɪn/
B: Like we have, Yes in houses no, we have pooja and all these
/bʌ/
kind of things.

/dʌ/ /ʒɪt/ /ɪn/ /ʒen/ /tʌ/
A: After we do all that and (then you go to church or any
/hɪv/ /ʒə/ /ʒn/
other.....) After..... home we have go the church and all
/ɪn/ /ʒen/ /ʒɪt/ /fɔː/ /ʒn/
mass and thereafter that we go for disco, go and enjoy .

/ɪn/
B: You go and enjoy .

/ɪz/ /ɪn/ /ʒen/ /ʒə/
A: Religious part is first and then the other things

/ʒs/ /ɪz/ /bɪ/ /hɪv/ /tʌ/ /dʌ/
B: Yes for us no, what happens is first of all we have to do all
/ʒə/ /ɪn/ /ʒɪt/ /ɪz/ /ʒɪt/ /ʒə/ /bɪ/
the pooja. (Yes) And I think that is that you the most of
/ʒə/ /tʌ/ /dʌ/
the time. Particularly in Diwali they they come to do Laxmi
/ɪn/ /ʒɪt/ /ɪz/
Pooja and all that. So after all nearly it is correct seven
/tʌ/ /ɪn/ /ɪn/
to nine pooja and decoration and everything .

A: Yes that is religious you have to do that first. (yes yes)

That you must do previous day no?

B: No previous day we never do.

A: No because the decoration ..

B: Same day we do.

A: No, no in Goa we play, we do the preparation much in advance

not on the same day

B: What happens we have probably because

A: People are now in service no so they can't do before hand so

only the day of Diwali and all all ..

B: We don't get so many holidays in between no, one or two days

we have major holidays in winters and summer because of

extreme climates.

A: Like for example we have holidays for Christmas to ten days,

we have, you know we divide the days cleaning of the house or

decoration of the house making sweets and then for the

Everything we do like this systematically and see that you

are very much free on that day festival day.

- B: Yes ^{/fɒ/ /ə/} for us no we get two days on Diwali Diwali day and ^{/ɔn/ /ʒə/} the
next day ^{/ɔn/} Holiday and next day otherwise you don't
get any. So one day very day you get holiday so whole day
cleaning up ^{/ən/} and everything ^{/ʒen/} then preparing sweets.
- A: O.K. how you will ^{/wɪl/} prepare the ^{/ʒə/} sweets means only your family
members prepare, take part in your preparation or some
neighbours ^{/tʊ/} come to help?
- B: No we make ours. Our neighbour make theirs. And ^{/ɔn/} now-a-days
most of the people go for buying sweets .
^{/bʌ/ /ʒə/} ^{/fɒ/}
- A: Yes really... That is the style now .
^{/ʒɪt/ /ʒə/}
- B: Yes that the problem.
- A: life is now becoming too much busy and ^{/ɔn/ /ʒɪt/} (that's true) Earlier
my mother used to ^{/tʊ/} make everything at home. She never bought
^{/frɒm/}
anything from out .
- A: Yes, that's right. Now it is not possible because you know
^{/ɪz/}
every one is working .
- B: Acha . O.K. tell me something about your school where you go
^{/ɔn/}
and ...
- A: O.K. my school no is very far from my place .I have to get up
^{/ɪz/} ^{/frɒm/} ^{/hɪv/ /tʊ/}

early in the morning and by six I have to change. It's very
 you know tiresome journey and by the time I reach to school
 you know what I would be and then after when the school gets
 over also after coming from there also I reach very late by
 four O'clock like that. You must not be facing that problem,
 you must be staying some where close.

B: Yes in Filani we have a campus small campus and everything
 is very much closely packed there like so everything comes
 with in that area. Nearly in two kms area whole campus has
 been made.

A: Everything is

B: And everything is close by. You just go to our institute. We
 have to go either we go walking or bicycle .

A: So nice it is (ya) we can't do because in our... mine is
 Government school no. So even if I have to ask transfer I
 have to ask transfer in the Government School. Private
 schools are there many. But they are of no use to me because
 I can't take transfer in the Government School in the

private school. I have to take in the Government schools
because it is Government so it will take some time.....

B: Yes, Yes that's right. And Government schools I think are
better than private schools

A: They say but in Goa they have different view, their opinion
is different

B: Oh, yeh it depends in north India atleast. Because studying
point of view I think private schools are better but (It
depends) It depends everything on the Head Master you know
If the head is good everything is good. Because if the Head
Master or the Principal is very linear and they do what
they want and then naturally it affects the students so if
he is good then I think everything goes good.

B: for your HeadMaster like

A: He's very nice to me. He's very nice.

B: In our Pilani no, it's a private institution. But in and
nothing is so much controlled by our director we have
director.

A: Even we have in Goa.

B: So teachers, it depends lot on teacher how one is manages ^{/Iz/}

^{/hIz/} his ^{/zn/} class and all ^{/hiv/} so we have ... we have to ^{/tv/} whole day

O.k. everything ^{/Iz/} is regulated by the ^{/ʒə/} director and ^{/zn/} all the ^{/ʒə/}

staff ^{/hiv/} authorities we have so much like consciousness, means

^{/hiv/} we have to ^{/tv/} do ^{/dv/} we have to ^{/hiv/} do ^{/tv/} we have to ^{/hiv/} produce ^{/tv/} good

results because finally it replaced by all. (Yes) ^{/bət/} But

sometimes ^{/ʒət/} I feel that in schools that kind of mentality is ^{/ʒit/} ^{/nv/} ^{/Iz/}

no.

A: See, I ^{/wɪl/} will tell you, your ^{/ʒə/} teaching in the school is ^{/Iz/} better

sorry, teaching ^{/ʒə/} in the college is ^{/Iz/} better ^{/ʒɪn/} than ^{/ʒə/} the school

because ^{/bv/} in school there lot of responsibilities ^{/d:/} are there.

^{/ɪn/} And in the college I think there ^{/Iz/} is not much responsibility

^{/əz/} as such.

B: Responsibilities like

A: Means, I see you ^{/hiv/} have to ^{/tv/} do ^{/dv/} your duty well ^{/ɪn/} teach and go like

O.K. ^{/ɪn/} prepare or ^{/bət/} teach and go. But in the school what ^{/ʒə/} happen

^{/hiv/} you have to ^{/tv/} see that these ^{/ʒɪt/} students ^{/ʒə/} learn otherwise the

headmaster ^{/wɪl/} will pounce on you, parents also come ^{/ɪn/} and com-

plain. You can't teach in your own ways you know like you
 know, if they don't no you should tell everything in English
 they don't understand you have to use mothertongue and if
 you use mothertongue they understand but the thing is that
 your English language is going down you get used to that
 language you know. Because of that lot of you know
 difference. I don't like to teach in school. I prefer in the
 college only. (that's better) And if you don't use mother
 tongue in the school, in the class, what they say oh we
 can't understand anything what she is teaching and all like
 that they say ...

B: Ha, that's better So that's the thing, so you don't feel you
 don't find it lot of pleasurable activity It's not a
 pleasure for you.

A: No no you have to put lot of efforts. Even in college you
 have to put. But you get something no we have to get fruits
 of that no It depends on the school you know suppose if the
 students are coming from Marathi medium (O.K.) then you
 have lot of problem. Because they are coming from Marathi

medium ^{/æŋ/} and they don't know English, simple English also

properly, You have ^{/hæv/ /tʊ/} to teach. And they come in the ^{/ɪn/} V ^{/ʒə/} standard

you have ^{/hæv/ /tʊ/} to teach them ^{/ʒem/} A B C D also alphabets you have ^{/hæv/ /tʊ/} to

teach ^{/fɔ/} for these students. So you know how difficult it is, ^{/ɪz/}

(Yes And what?) V, VI ,VII standard teachers they do ^{/dʊ/}

their best. But even then you know they use ^{/bət/ /ʒen/} 80% OR 75% I

think they are using ^{/d:ɪ/} Konkani mothertongue I mean ^{/tə/} to say

and ^{/æŋ/ /ʒen/} then when they come in the ^{/ʒə/} VIII, IX, X then we ^{/hæv/ /tʊ/} have to

face this problem. They can't explain, they can't write

simple sentences. How they are going ^{/d:ɪ/ /tʊ/} to write essays and ^{/æŋ/}

all? So then you don't get job ^{/ʒen/} satisfaction when they do ^{/dʊ/}

like this.

B: Ha, That thing is not well. And particularly ... ^{/ʒət/ /ɪz/ /æŋ/} institution

people who come there are as it is not there in Pilani. ^{/d:ɪ/ /ʒət/ /ɪz/}

A: Yeh, you won't have that problem, so this problem ^{/hæv/ /ʒət/ /ɪz/} is there

only in the schools I have to say Brilliant (Ha then it is ^{/ʒə/ /hæv/ /tʊ/ /ʒen/ /ɪz/}

O.K.) This ^{/ɪz/ /ʒə/} is the case only in few schools I ^{/æŋ/} am telling

about ^{/ɪz/} It's only Marathin schools where...

B: No this problem is there even in schools that I have noticed in Pilani. I worked for there four months in the school, so I noticed that these children don't understand. They have to be like explained everything when you teach in English you have to teach English in Hindi. That's what we call teaching English in Hindi so like when they come to know probably at higher stages then they are well versed in some words they know the vocabulary then probably they can talk to you in English they can understand and they can take in everything.

A: Atleast they should feel, they should have the understanding power no, of English, that also they don't have no. The thing is that no, in Goa the environment, I mean to say in the, not in the city. Schools.. city schools are very good. In village there is no English envornment as such. There are some school even where the teachers are talking mother-tongue, some schools I noticed. So how can the students learn English like that. There should be some environment no little bit .. Every thing in the mothertongue.....

B: But it has.... been a change right to come cover from there
and holidays'

A: What you think that this... About this course. I am saying..

B: What ! I like this course a lot. And in the beginning I was
very homesick but now I am feeling ...

A: Yes, it helped us a lot no, to make a better teachers. But I
doubt if we can put this things in our school and colleges.

B: Yes that's right, that is very much.But I like all the
teachers here....All the teachers I am very grateful to them
very helpful, I liked all the teachers.

A: Very helpful (Yes). They made our stay very lively here.

B: I think it's time now. Can we stop now?