



UNIT

4

USE OF ENGLISH IN OUR EVERYDAY LIFE

Introduction

This unit aims at giving you some idea about spoken/conversational English, i.e. the English we use in our everyday life. It shows you the salient features of conversational English and discusses how conversations can be practised in class.

LESSON

1

Dialogues

Objective:

After reading this lesson you will be able to–

- discuss the meaning and importance of dialogues and its features; and
- use dialogues in class.

1.1 Introduction

Task 1

a) What do you see in the picture?



Picture 1: Two boys talking.

Dialogue- কথোপকথন,
মত বিনিময়

In the picture we can see two boys talking to each other. They are having a *dialogue*. In life this happens everyday. We exchange our ideas with one another. We discuss matters and solve problems through dialogues. Therefore dialogues are an important part of our communication.

1.2 The use and Importance of English

The use and importance of English in our everyday life. English is a foreign language in Bangladesh, but its importance in our social and academic life is much more than other foreign languages in the country, like French, Japanese, Chinese, etc. It is used in almost all good jobs, in business and commerce, in law and medical science. It is the language of the computer as the modern world is depending more and more on the computer, it is very important for us to learn English, and join the mainstream of civilization. Anyone who knows good English is respected in our society. We need English to talk to foreigners within the country and to the world outside.

A lot of English words like colour, blue, green, signal, traffic-jam, wife, husband, certificate, etc. are now used in our mother tongue, Bangla.

English plays a very important role in our education. It is a compulsory subject for our students in schools. It is also a compulsory subject for classes eleventh and twelve. English is an international language. If we know English properly we will have no problems when we go outside the country.

Task 2

(a) Explain the importance of English in Bangladesh.

1.3 Difficulties of the English Teacher at the Primary Level

The English teacher at the primary level has studied English as a compulsory subject for at least twelve years, i.e. upto HSC level. But in spite of this long study of English the teacher finds it difficult to communicate with the pupils in English. She cannot express herself clearly either in written or spoken English all she does is read and translate the text in Bangla. As she did not practise the four skills thoroughly, she cannot help pupils develop their skills.

So the teacher has problems in using English in the English classroom, and she passes down these problems to her pupils. When these pupils grow big and become teachers, they pass down the same problems to their pupils.

Another problem the teacher faces is lack of training for effective teaching. Today, the world is moving towards Communicative Language Teaching (CLT), but the English teacher does not know how to teach communicative English.

Designing English language tests is another area of weakness. The teacher sets questions which do not test practical communication skills. The teacher cannot develop teaching materials or use interesting teaching aids in class. As a result the English class becomes dull and boring.

The English teacher today must be free from all these problems and help students develop communication skills in English.

1.4 How to Teach Dialogues

Students should be given the opportunity to have dialogues in class. They can have student-student, teacher-student and student-teacher dialogues in class.

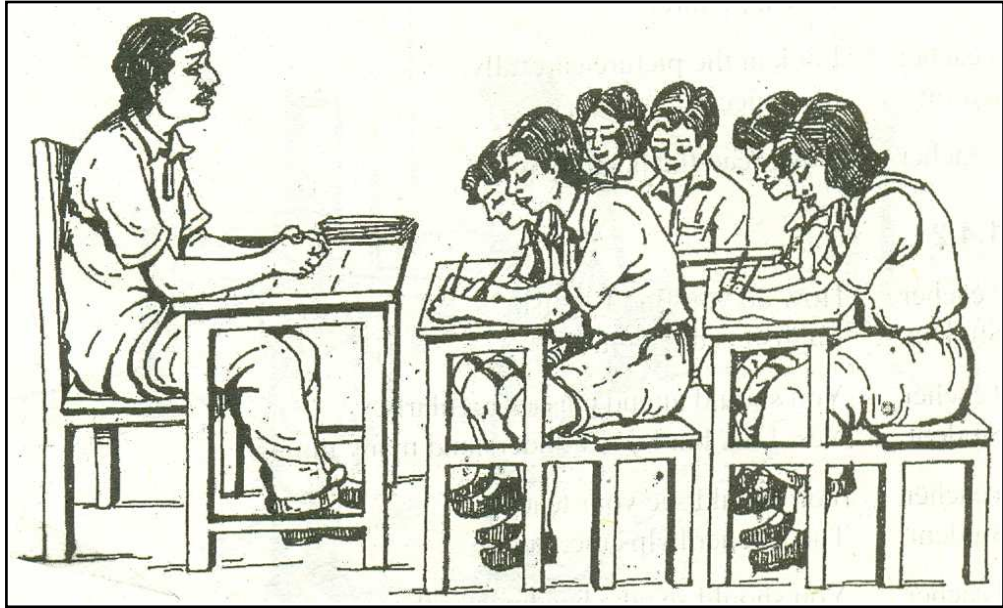
You, the teacher will have to give SS the situation for the dialogue and the language for the situation. Then let them do role play, e.g. **shopping** is the situation. You can give the learners necessary dialogue, e.g.

Customer : Excuse me.
 Salesman : Yes, can I help you?
 Customer : Do you have soyabean oil here?
 Salesman : Yes of course. Here you are.
 Customer : How much is this can of oil?
 Salesman : Here's four litre, two hundred ten taka please.
 Customer : Right. Here you're.
 Salesman : Thank you.

The learners practise this dialogue. You can then test the learners by changing one/two items or by changing roles. The students can now talk about milk or biscuits. Monitor SS' work during practice. Give them the necessary cue and support. Try to make the activity interesting.

Task 3

- (a) What are some of the difficulties of the English teacher?
- (b) How can you teach dialogue to your students?



Picture 2: An untrained teacher.

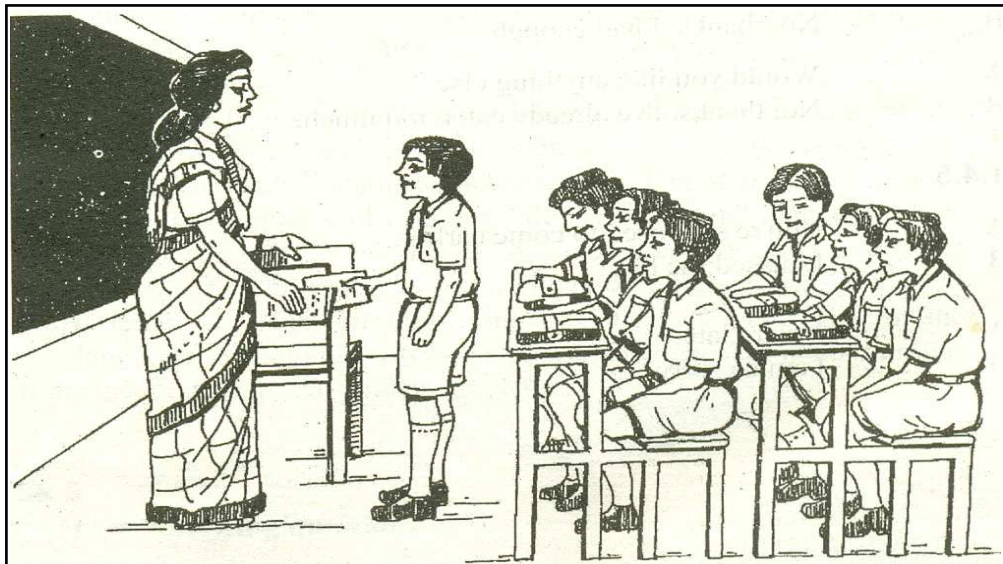
Task 4

Read the following dialogues and say what they are about (topic).

1.4.1

Teacher : Karim, where's your English book?

Karim : I have it with me, Sir.



Picture 3: Dialogue between teacher and student.

Teacher : Open at page 20. What do you see?

Karim : I see a picture.

Teacher : Look at the picture carefully.

Karim : It's a nice picture, Sir.

Teacher : Now, read the poem below.

1.4.2

Teacher : How do you find English?

Student : English is difficult, Sir.

Teacher : You should attend classes regularly.

Student : Yes, I do, but I don't understand many things.

Teacher : You should see your teacher.

Student : The teacher helps me, but....

Teacher : You should see the headmaster then.

1.4.3

A : Could you lend me your pen please?

B : Sure, here you're.

A : Would you wait for a while? I'll just write my name.

B : OK, no problem.

1.4.4

A : Would you like another cup of tea?

B : No, thanks. I had enough.

A : Would you like anything else?

B : No, thanks. I've already eaten too much.

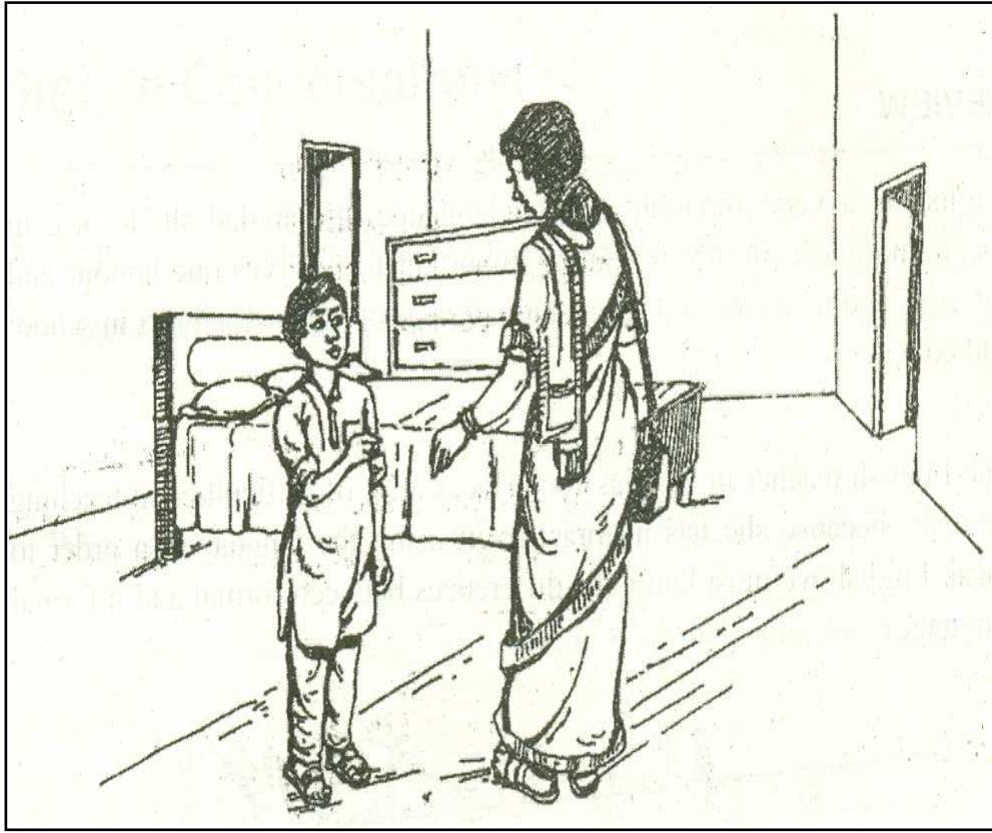
1.4.5

A : You're supposed to come earlier.

B : I missed the bus.

A : You're late.

B : I am so sorry.



Picture 4: Dialogue between mother and son.

1.5 The Language of Dialogues

The Language of dialogues has an informal quality. It is the language spoken in everyday life. It is different from the formal style of literary language. Here the sentences are short and precise. Contractions (I've = I have, couldn't = could not) are used. It is necessary to understand the nature of spoken language in order to continue a dialogue.

Archaic- প্রাচীন

Formal language is not suitable for dialogues. Formal language is the language of textbooks and journals. There are *archaic* phrases and expressions in the formal language. Sentences are long and no contractions used. It is not the language of everyday life. The informal language which is the language of everyday life has its characteristics. For quick and fluent expression the speaker needs to be familiar with the characteristics of informal language. Many of these characteristics are never met in the formal language. A dialogue will break down if the speaker is not familiar with the informal nature of spoken language.

Task 5

Answer the following question.

(a) What is the difference between formal and informal language?

REVIEW

English is a very important foreign language in Bangladesh. Its use in social and academic life is equally important for it gives one honour and prestige, and helps one in higher study. It is a compulsory subject in school and college.

The English teacher in the classroom faces a lot of difficulties in teaching English because she has no practice in using the language. In order to speak English we must know the differences between formal and informal language.

2

Simple Conversations

Objective:

After reading this lesson you will be able to–

- understand the meaning of conversation and its features.

Task 1

(a) What do you do when you sit together or have friends around?

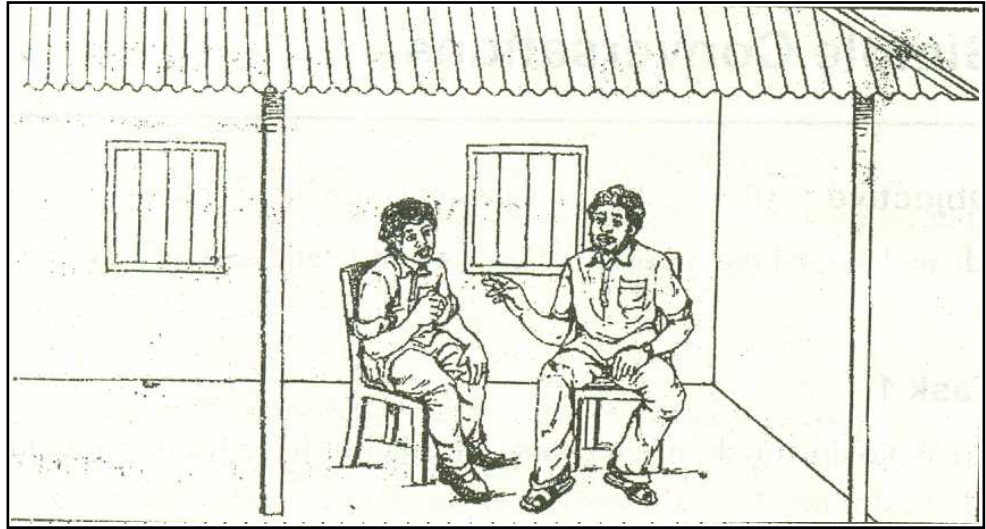
2.1 Now, look at the pictures below and say what the people are doing.



Picture 5 A



Picture 5 B



Picture 5 C.

In each of these pictures you find two or more people having conversation or talking to each other. Conversations are quite common in and around the school, in office, at meetings and parties and our everyday lives. As our mother tongue is Bangla we normally have our conversations in Bangla. Sometimes we mix Bangla and English in our conversation. Some of us can converse in English, but for many of us in school, English conversation is not easy. This is because we do not feel free. Most of us are shy and are afraid of making mistakes. We have sentences in our mind, but cannot take them out when we want to speak in English. In order to overcome this problem. We have to start speaking in English with whatever vocabulary and sentences we have with us.

2.2 We live in a society. As human beings we have many social needs. There are occasions when we are happy. There are occasions when we are unhappy. We have moments of anger and surprise as well. We greet a friend when he succeeds in life. We introduce ourselves to one another. We accept or reject offers or requests. We approve or disapprove of plans or proposals. Thus occasions for conversations are endless. We may have conversations anytime, anywhere.

Task 2

- (a) Select and name 5 topics for conversations to express happiness.
- (b) Select and name 5 topics for conversations to express unhappiness.

Task 3

Now read the conversations below and write the topic of each one.

- (a) Hassan : Congratulations, Ali!
 Ali : Thank you.
 Hassan : You have done very well in the examination.
 Ali : Really!
 Hassan : Of course. It's a great achievement.
 Ali : I'm not so sure. I wish I'd done better.
- (b) Eeshita : Aleya, this is Rina.
 Aleya : Glad to meet you.
 Rina : Glad to meet you too.
 Eeshita : She's from Sherpur.
 Aleya : Is that so? Which area are you from?
 Rina : I'm from the north.
 Aleya : Meet too.
 Eeshita : How interesting!
- (c) Arman : Why are you going to the Station?
 Badrul : I've got to receive my cousin.
 Arman : When's the train coming?
 Badrul : In a short while from now.
 Arman : Which train is he travelling by?
 Badrul : Teesta.
 Arman : Then you must be in a hurry.
 Badrul : Yes, I am.
- (d) Anita : What do you usually have for lunch?
 Basher : Rice and fish.
 Anita : Are you very fond of rice then?
 Basher : Yes, I am.
 Anita : Don't you think it makes you feel heavy?
 Basher : Not really.
 Anita : Don't you get drowsy?
 Basher : No, never.
- (e) Parveen : You look pale.
 Rayhana : I have a headache.
 Parveen : Have you caught cold?
 Rayhana : Yes, a little.
 Parveen : Did you see the doctor?
 Rayhana : Yes, I did. He's advised rest me.
 Parveen : Only rest! No medicine.
 Rayhana : No I won't need any. Rest will do.

- (f) Zeesan : How about your English?
 Sathi : Well, it's always hard for me.
 Zeesan : It's no different with me.
 Sathi : But you can speak, I know.
 Zeesan : Yes, I have a little practice, that's all.
 Sathi : But I can't say even a word.
 Zeesan : Have a little practice like me. I'll help you.
 Sathi : Thank you so much.

2.3 Features of Conversations

If you study the conversations in Task 3 and compare them to sentences/ they language used in this textbook. You will see that is conversations or dialogues the sentences are short, sometimes a word only as you can see in conversation C– Teesta. In spite of the single word answer communication takes place perfectly. Sometimes ideas or meanings are implied. Another feature of conversations is, the use of fillers, like ... um, ...hm, etc. These fillers are used to take time for thinking. Again, in conversations you will find a lot of questions and answers, and also exclamations (!). You will also find contractions used in conversations, e.g. conversation f - I'll = I will. In addition to these we have to consider pronunciation, stress and intonation (see unit 7: sound system & Dictionary skills). These features appear in conversations or spoken English, but not so much in written English.

Task 4

Read section 2.3 carefully and make a list of features of spoken English/Conversations.

2.4 How to Teach Conversation

In order to teach conversation, you have to provide opportunities for a lot of practice. You can give students printed conversation for practice, e.g. in conversation Task 3. a. One student can play the role of Hasan, and the other Ali. They can read the dialogue. By changing a few words (cues) and the topic given in Task 3.a., You can ask your students to continue a similar conversation. You can say, "Now congratulate your friend on his winning an election." Give your students the structures and vocabulary required for conversation on a particular topic on the black board first, and then demonstrates or shows your students how to have a conversation or dialogue with someone. Let your students practise conversations in pairs and groups.

Task 5

(a) How would you teach conversation to your students?