

**A SYNTACTIC ACCOUNT OF SOME ERRORS
IN THE ENGLISH OF TELUGU LEARNERS**

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ABSTRACT

The main purpose of this study is to describe errors in English made by Telugu learners, from a syntactic angle. The study is carried out in order to identify and analyze the errors of a group of Telugu speaking students in terms of their cause and nature. The study attempts to show how learners deviate from the standard norms of sentence construction. In the present study, errors made in tense and agreement, and WH- questions are identified and described. In this study, the researcher has first established the basic theories of tense and agreement, and WH- movement in English and then showed how the learners violate these structures. To study it in a systematic way the thesis has been divided into four chapters.

The first chapter provides an introduction to the concepts like second language acquisition and its related theories like Krashen's model of second language learning. The first chapter also talks about the concepts of contrastive analysis and error analysis and it also shows the limitations of these approaches. Since the present study is mainly focused on describing the errors from a syntactic angle, Chomsky's concepts of competence and performance are also discussed. This chapter also discusses the sentence constructions of English and Telugu to highlight the idea of similarities and differences between the two.

The second chapter describes the aim of the study, the data and the framework used for the study. The concept of tense and agreement is discussed in relation to English and Telugu. The framework of transformational grammar, in particular the principles and parameters model is adopted. How a declarative sentence is transformed to an interrogative

one when transformational rules are applied to the underlying deep structures is demonstrated with suitable examples. The chapter also describes the questionnaire used to collect the data.

The third chapter describes the errors produced in the use of tense and agreement as well as in WH-questions. Errors in the use of tense and agreement have been analyzed in terms of word order, subject verb agreement, and wrong use of the verb form, unnecessary use of auxiliaries or omission of auxiliaries where necessary. They are described in terms of the syntactic structures of English sentences and how the learners inadvertently violate the rules. They are also analyzed in terms of mother tongue influence and wrong application of target language rules.

The second section of the third chapter describes the errors produced in WH-question constructions. Here, the errors are ascribed to the learner moving the WH- word to the sentence initial position but failing to invert the auxiliary with the subject. It is also showed that the learners are sometimes able to invert the auxiliary but tense still remains on the main verb.

Finally the fifth chapter, conclusion, puts the observations and findings of the study in a nutshell.

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Chapter 1

1.0 General Introduction to Grammar and Error

Teaching and learning English is associated with grammar. This is because it is the core element of language and it must be definitely attained by second language learners. Grammar may be regarded as “the science of language”. In its narrowest sense it can also be defined as the set of rules that govern phrases and sentences. When the latter definition is adopted morphology and syntax emerge as the two components of grammar. In this case, morphology can be understood as the study of structure and formation of words, while syntax as the study of rules to combine words into phrases and phrases into sentences. Syntax and morphology are of great significance in L2 acquisition because how students' performances are monitored and evaluated, especially at lower levels, is based on their morphological and syntactic productions. To evaluate these productions, teachers generally tend to look into their pieces of writing. However, it is known that students commit many errors while forming sentences due to violation of the rules of syntax and morphology.

It has been noticed that the learners' knowledge in the L1 influences in different ways their written production in L2. During the interactions with the students they declared that when they wrote in English they thought in Telugu first and constructed later their utterances in the L2. Learners started a complex cognitive process trying to transfer and predict structures into the target language, which in different cases was accurate and produced error. Language learners do not get to understand these rules directly in English,

but they focus most of their attention on single words, to transfer their messages literally from L₁ into L₂.

Learning and teaching English as a foreign language, especially in a context such as a college, as well as in programs concerning training in English teaching, demand reflection on issues that affect an optimal development of language competence as those regarding problems with interference of the mother tongue (L₁) with the acquisition of a second language (L₂), and which obstruct the development of literacy skills such as reading and writing. Thus, the present study emerged from concerns related to the interference of syntactic structures from L₁ into L₂ and the general mechanical errors made by the students of Telugu.

These types of errors may include such errors as omission of plurals on nouns, lack of subject-verb agreement, the adjective-noun agreement, verb tense or form, article or other incorrect, omitted, or unnecessary. On the other hand, syntactic errors are those which disobey the phrase structure rules and, by this way, violate the formation of correct sentences. These errors can be exemplified as word order, ungrammatical sentence constructions resulting from faulty use of verbs, prepositions and articles in sentences. It is found that similar types of morphological and syntactic errors stem from similar sources such as mother tongue interference and inconsistency in the appreciation of rules in the second language.

1.1 Second Language Acquisition

A second language is the one that is learned after one already knows his/her first language or the mother tongue. Many times, second language is learnt with the aid of first language. In a multilingual country like India, children are often exposed to more than one language. When one is exposed to more than one language it is very difficult to say which language is the first and which the second. If the child learns languages one after the other then the first learned can be considered as the first or the mother tongue. In India, English is taught as a second language in schools and as first language in colleges.

All normally endowed children learn to speak the language of their environment. This process is inseparable from their general cognitive development and their gradual socialization. Depending on the environment in which they live, children will differ from one another in their early experience, and this will be reflected in their language, especially in the words they know. Children who learn the language normally become native speakers of their first language. Unlike the acquisition of speech, learning to read and write is a conscious and intentional process. For most children it is part of schooling, and as such it is subject to all the factors that determine success or failure in education generally.

1.1.1 General Views of Acquiring a Second Language

There are many differences between second and first language acquisition and second language learning:

- unless it begins in early childhood, second language acquisition is not part of the learners' primary cognitive development.
- in most cases learners have much less time for second language acquisition than

they had for first language acquisition.

- the later second language acquisition begins, the more it is a necessarily conscious and intentional process.
- the later second language acquisition begins, the more it is influenced by conscious motivational factors.
- all learners of second languages subconsciously transfer grammatical properties of their first language to the second language.
- like first language acquisition, second language acquisition proceeds by stages and is characterized by developmental orders.
- the learner's knowledge of the second language develops systematically, which means that errors are not random.
- learners have variable intuitions about the second language and their production of it is variable at different stages of development.
- compared with native speakers, second language learners' internalized grammatical knowledge is incomplete.

1.2 Krashen's Model of Second Language Learning

1.2.1 The Acquisition-Learning Hypothesis

This is the most essential among all the hypotheses established by Krashen and it is the most widely acknowledged among the linguists and language practitioners. According to Krashen „the acquired system“ and „the learned system“ are the two independent systems of second language performance. The acquired system which relates to language

acquisition is the product of a subconscious process just as where children acquire their first language. Here, a learner of the mother tongue concentrates on communicating the idea. This process of learning is interactive and the focus is not on the form of the utterances. On the other hand, there is another way where the learners of a language learn it through formal instruction where the student learns the languages consciously. This kind of learning a language happens in most of the places in India. In most of the states in India children are exposed to English when they come up at certain age. The learning that happens through the conscious effort of the learner is called „The Learned system“. In this kind of learning the focus is on grammar of the language and the learner gives much importance to the rules of grammar. This way „learning“ is differentiated from „acquisition“.

1.2.2 The Monitor Hypothesis: The monitor hypothesis explains the relationship between acquisition and learning and it shows how the learned system influences the acquisition system. According to Krashen we produce sentences using the acquisition system. But the learned system plays the role of the „monitor“ or the „editor“. It means that when one uses the language this monitor acts in planning, editing and correcting the speech before we actually utter. This happens when the second language learner has sufficient time to think of the rules of grammar and to choose the right construction.

1.2.3 The Natural Order Hypothesis: The natural order hypothesis shows how the L2 learners acquire the language. It shows that L2 learners acquire their L2 in „natural order“. They often find it easy to learn the similar structures in L and L2.

1.2.4 The Input Hypothesis: The Input hypothesis is concerned with acquisition. Here Krashen attempts to explain how the learner acquires a second language. According to this

hypothesis, the learner improves and progresses along the „natural order“ when He/she receives second language „input“ that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage „I“, then acquisition takes place when he/she is exposed to „Comprehensible Input“ that belongs to level „i+1“. As all the learners cannot be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative Input is useful in designing a syllabus for the learners of second language.

1.2.5 Affective Filter Hypothesis: Krashen finally says that there are some other factors that affect the language acquisition. These affecting factors are motivation, self-confidence and anxiety etc. Krashen claims that learners with high motivation, high self –confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition where as low motivation, low self-esteem, and debilitating anxiety may obstruct the „input“ by forming a „mental block“. So this forms the affective filter and this filter impedes language acquisition.

1.3 Contrastive Analysis:

Contrastive analysis was first developed by Fries (1945). With the publication of Lado’s book *Linguistics Across Cultures* in 1957, it emerged as a theory of pedagogical significance in the field of second language teaching.

Contrastive analysis is useful in finding the areas of difficulty where a second language learner faces difficulties and commit errors. Committing errors is indispensable while learning a second language. To analyze these errors there are two ways a)

Contrastive analysis and b) Error analysis. Contrastive analysis compares the systems of the first language and the second language. Contrastive analysis facilitates the language learning and teaching. While learning a second language an individual finds certain structures of second languages easy to follow as those structures are similar to his/her mother tongue. Sometimes it is difficult to learn because of the structural differences between the first and second languages. The assumption is that the similarities will facilitate learning while the differences will cause difficulties in learning L2 (Lado, 1957). In this context contrastive analysis is useful in predicting the areas of difficulty for a second language learner.

1.3.1 Views of Contrastive Analysis:

- 1) Errors committed by the second language learners are because of the interference.

This interference is caused where the two languages are structurally different.

- 2) It is possible to find the areas of difficulty by contrasting the two languages.
- 3) As these differences cause problems to the learners of second language, the learners are to be taught the differences between the two languages.

1.3.2 Drawbacks of Contrastive Analysis

Contrastive analysis primarily concentrates on the structures of mother tongue (L₁) and target language (L₂). It considers that it facilitates the learning process if there are similarities between both the languages. At the same time it believes that the dissimilarities between the two languages make the L₂ learning difficult. But according to Gass and Selinker (2001) CA cannot predict all types of difficulties faced by a second language

learner. They believe that we cannot treat language learning as “linguistic hiccups” from native to target language.

Gradman (1973) opines that CA can predict only some of the errors produced by the learners but not all. Because the errors arise from different factor other than just interference. Errors can be produced by poor teaching, false analogy and poor materials etc.

1.4 Error Analysis

Error Analysis replaced Contrastive Analysis (CA), which was the most favored paradigm for studying the errors in foreign language and second language. It became a recognized part of Applied Linguistics with the publication of Pit Corder’s article “*The Significance of Learners’ Errors*” (1967). Error Analysis describes the performance of the learner. Error Analysis is the systematic study of errors. It is a method for understanding of Second Language Acquisition and identifying how a second language learner deviates from the target language norms. Through Error Analysis, errors can be classified into different categories so that it is possible to hypothesize sources of these errors. This kind of analysis was initially done by language teachers for the purpose of identification and remediation of errors.

Errors Analysis describes the errors committed by learners of second language. It identifies the common difficulties faced by the learner in learning and using a language. According to Richards (1985:96) “*Error analysis is the study of errors made by the second or foreign language learners*”. Error Analysis is useful in knowing the various stages of a

learning process. It acts as diagnostic tool in identifying the areas of difficulty for a particular learner.

1.4.1 The Meaning of Error

Errors can be perceived as deviant form from normal speech or writing. Errors can direct the teaching. Errors are the tools through which one can find out the different states of the learners and find the right way to teach the target language. We can say that studying the errors at a given point can help the learning process and it can also guide the teachers in designing the teaching program. Thus, this kind of investigation of errors will definitely benefit the teachers and the learners as well.

We can divide errors in different ways.

According to Burt and Kiparsky (1975) there are two types of errors:

- A) Global Error
- B) Local Error

1.4.2 Global Error

If an error deviates from the complete structure of a sentence it is called the Global error.

1.4.2.1 Wrong Word Order

- 1) *Everyday apples I eat.

1.4.2.2 Missing and Misplaced Sentence

- 2) *My mother will busy when I TV watch.

1.4.3 Local Error

Local errors are the ones that don't spoil the total sentence and the total sentence can be communicated without much damage to the meaning. These errors affect single elements in a sentence". According to Burt (1975) local errors are the errors in noun, verbs inflections, articles, auxiliaries and the formation of quantifiers.

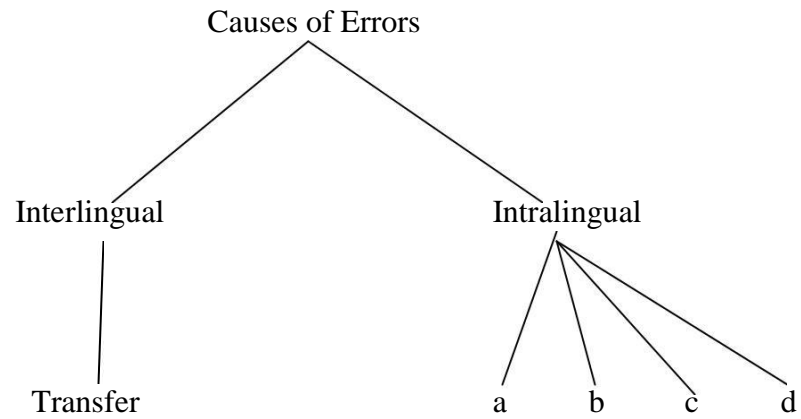
3) *She like cricket.

These two types of errors are important to study. If one wants to use the language like a native speaker he/she has to focus on the local errors as this kind of emphasis makes the learner of a language realize the subtle mistakes in the use of language. Global errors are the ones that impair the communication significantly, so one has to focus on these global errors when communicating some message. Therefore we can say that these two types of errors should be given importance when teaching a second language.

1.4.4 Classification of Errors

We have identified the two types of errors in grammar and written composition based on the questionnaire: Interlingual errors and Intralingual errors.

4)



No	Causes of Errors
1.	Interlingual a. Transfer
2.	Intralingual a. Ignorance of rule restrictions b. Overgeneralization c. Incomplete application of rules d. False concepts hypothesized

1.4.5 Sources of Errors

It is possible that errors can arise from different possible sources. Certain factors like interference from the mother tongue and major structural differences between the target language and mother tongue can influence second language learner's use of language.

1.4.5.1 Interlingual Errors

Interlingual errors are the errors that are caused by the interference of mother tongue. This type of errors calls for a contrastive study of the mother tongue and the second language and to find out the similarities and dissimilarities of the two languages, so that, one can easily point out the areas where a second language learner deviates from the standard use of language.

1.4.5.2 Intralingual Errors

When a learner learns a second language he/she may try to construct sentences out of his/her learning and there is a possibility of committing mistakes based on different factors. According to Richards (1974) these types of errors are a direct result of the learner's attempt to create a language system out of what he is hearing.

a. Overgeneralization

These kinds of errors arise when the learner creates a structure depending on the other structure. It is possible to deviate from the standard rule to create a correct sentence when

the learner depends on one type of structure to create a sentence which is structurally different. For example,

5) She can drinks

coffee. We know that

6) She can drinks coffee

is not grammatical and

7) She can drink

coffee is only possible.

Some more examples of this kind of error are given below:

8) He is eats food.

9) They are work in the factory.

10) She will comes tomorrow.

11) Mother can cooks food in the morning.

b. Ignorance of Rule Restrictions: These types of errors arise where the learner applies some of the rules where they don't apply. We can say that this is a type of overgeneralization as the learner creates a deviant structure based on the other structures. For example, „She made the baby to sleep“. This happens because of the already learned structures such as

12) She asked me to buy the book.

13) They wanted me to go.

- c. **Incomplete Application of Rules:** When learning a language the learner may not completely develop the rules of the structures. This is often found in the use of questions where the learner tends to use the declarative structures instead of interrogative. This is generally found in the speech of Telugu speakers. For example, „What she is studying?“ Here the learners of English don't apply the rule of auxiliary inversion.

14) *What you want.

15) *I going to market.

16) *She help her mother.

17) *We have staying Hyderabad.

- d. **False Concept Hypothesized:** These kinds of errors occur mainly because of not understanding the concept in the target language properly. Best examples are *is* and *was* forms of *be*. The learner may understand these forms as the markers of present and past tenses and include them in the general structure of present and past tense to show the everyday activities and completed activities.

18) *She is goes to college everyday

19) *He was died last year.

20) *They are played the game.

21) *I was went to Bangalore tomorrow.

1.4.6 Drawbacks of Error Analysis

Though the theory of error analysis has provided many useful observations into the errors of L2 learners it also has some limitations. There are several reasons for the criticism

of error analysis. Researchers like Johnson, Schachter and Celce-Mercia criticized error analysis for its incomplete explanation of errors of L2 learners.

According to Dulay and Burt (1974) there are some kinds of errors which reflect the structures of mother tongue influencing target language. In that case it would be difficult as to confirm if the errors arise from mother tongue influence or the incomplete application of the target language rules. For example, a sentence which is produced by a Spanish speaking child can be interpreted both as an error produced by mother tongue influence as the Spanish negative markers come in front of the verbs or as a developmental error which is produced by English speaking children.

1.5 The Concept of Transfer and Interference

The mother tongue plays a significant role when learning a second language. Many forms of mother tongue interfere in one's use of second language. This happens because the learner of a second language already has a set of habits of his/her mother tongue. So these habits start to influence the use of the second language. The learners tend to apply the rules and structures of L₁ into L₂. This causes the interference and makes the reader deviate from the standard norms of the L₂.

1.6. The Interlanguage Hypothesis

During 1960s and 1970s there were researchers like Corder, 1967; Nemser, 1971; Selinker, 1972 who carried out studies on the language of second language learners and considered that the learner's errors are systematic. They thought those errors are not just random mistakes. From this developed the conception of "interlanguage," the proposal that L2 learners have internalized a mental grammar, a natural language system that can be described in terms of linguistic rules and principles.

Interlanguage can be seen as the existence of a separate linguistic system based on the observable output which results from a learner's attempted production of an L2 form. With this definition we can understand that there is a need to study the language of the learners as a separate system independently of the mother tongue. Interlanguage hypothesis is an observation of the language of the adult learners of a second language. Many times a learner of second language produces a speech which is different from the speech of native speakers of the target language. But this type of speech is not because of the language transfer from the mother tongue of the learners. Therefore this type of interlanguage can be seen as a separate linguistic system in its own way. In the process of learning a second language, the learner establishes a separate set of grammatical system at a certain time. Corder calls this kind of ability of the learners as "Transitional competence".

Selinker assumes that there is such a psychological structure and that it is latent in the brain, activated when one attempts to learn a second language. Thus the learners' deviant forms of sentences can be regarded as mistakes. But it is just because of the grammar constructed by the learner.

1.7. Interlanguage- Selinker 1972

Interlanguage is a type of language or linguistic system used by second and foreign language learners who are in continuation of learning a second language. This theory was proposed by Larry Selinker, an American professor of applied linguistics. It became popular after its appearance in the journal *International Review of Applied Linguistics in Language Teaching*.

This theory proposes that interlanguage mirrors the learner's progressing system of rules which results from different kind of processes, language transfer which is the influence of mother tongue, contrastive interference from the target language and the overgeneralization of newly encountered rules.

According to Selinker (1972) the process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid progression in certain areas but slow movement, incubation or even permanent stagnation in others. Such a process results in a linguistic system known as „interlanguage.

Interlanguage is metaphorically termed as a halfway house between the first language and the target language. In other words it is an intermediate status between the native and the target language. In the process of learning a second language or a foreign language the first language is the source language and it provides the building materials to be gradually blended with the new forms that are taken from the target language. The process of this influences the learner to create new forms that are neither in the first language nor in the target language. This kind of creation of new forms is generally regarded as “fossilization” (Selinker, (1972)

Selinker, 1972 hypothesizes that there are five psycholinguistic processes that shape the process of learning a second language. They are a) native language transfer b) overgeneralization of target language rules c) transfer of training d) strategies of communication and e) strategies of learning.

- a) **Native Language Transfer:** Learners of a second language tend to use the structures of mother tongue while learning a new language. One's mother tongue always interferes with the learning process. For example, Telugu learners of English tend to form the questions without the auxiliary inversion where in English it is obligatory to do the subject-auxiliary inversion.

22) *Where you are going?

In Telugu it is possible to use the object at the beginning of a sentence. With this influence Telugu learners of English tend to use the same in English where an English sentence starts with the subject.

23) *Exam I am writing

- b) **Overgeneralization of target language:** Here, the second language learner tries to overgeneralize the rules of the target language. Firstly the learner masters one rule and then he/she applies it to the others. This kind of process is often found in child language acquisition also. For example many of the Telugu speakers are found to use the past tense marker *-ed* for all the verbs, regular and irregular alike: **locked*,

**parked* and **swimmed*, **buyed* and **caught*. This example of overgeneralization of past tense shows that the evidence of learner's progress. It also shows that the learner has yet to learn.

24) *What did he intended to say? (Selinker,
1974: 38)

c) **Transfer of Training:** Sometimes errors result from transfer of training also. Instruction and text books influence the learning process. For example, sometimes when language teachers teach past perfect tense they describe it as „Past Past“ and this can lead to the wrong use of the tense as the students use it for all the events that happened long ago without relating it to any aforementioned event. It is clear that these errors are because of the training and text books.

1) What did you told?

d) **Strategies of Communication:** A second language learner uses strategies to resolve communication problems. Learners try to use simpler structures to convey the meaning instead of using the complex structures. For example, instead of saying:

25) She said “ I am reading”
learners say

26) She said she is reading

- e) **Strategies of Learning:** Learners of a second language follow some strategies to master the language. These strategies include memorizing the verb declensions, remembering vocabulary and textbook dialogues. These kind of strategies help the learner to master a language but sometimes result in producing errors as these memorized lists can get confused with one another.

For example,

27) I am feeling thirsty

Here, the learner thinks that using the *ing* form to the verb show the present continuous aspect.

1.8 Chomsky's Concept of Competence and Performance

Chomsky says that grammar of a language is a model of the grammatical knowledge (competence) which is internalized in the brain of a native speaker. The grammatical knowledge of how to form or integrate expressions in one's native language is tacit but not explicit. Chomsky calls this tacit knowledge competence. It means that we know how to form and interpret words, phrases and sentences in our own language. He calls speaker-hearers' knowledge of his language as competence and the actual usage of language as performance. This performance can be an imperfect reflection of competence, misproductions and misinterpretation are performance errors.

Universal grammar (UG) is the theory of internalized linguistic system. Universality is the central aspect of UG which means that there should be one grammar which will capture the principles relevant to all natural languages.

UG proposes that:

The explanation of language should be maximally constrained. There should be linguistic principles and the violation of these principles leads to ungrammaticality.

Grammars should be as simple as possible.

Linguistic theory must meet the learnability condition. The simpler the grammars are the simpler it is to be acquired.

Before the advent of Chomsky language learning was perceived as mastery over its inter-related subsystems through a process of habit formation and can be achieved through extensive practice. This theory is generally called behavioristic theory. But with Chomsky's Generative Grammar the notion of language learning is changed. Chomsky proposed that there is a language learning capacity in every individual. The theory says that children are born with an innate capacity for acquiring language.

1.9 Principles and Parameters

There is a set of innately endowed grammatical principles. Since these principles are wired into human language faculty, children don't have to learn the rules of grammar. These principles guide the child in acquisition of the core grammar. These universal principles determine the broad outlines of grammar of natural languages.

Though there are some universal principles of grammar all the natural grammars don't have the same grammar. As we don't have the same grammar there is the need for some grammatical learning (variations among languages). These particular dimensions and aspects of a given language are taken care of by a set of finite parameters.

1.9.1 Null Subject Parameter

A finite verb in Telugu can take an overt subject or a null pro subject but in English a finite verb cannot take a null pro subject.

Telugu: Null subject language

English: non-null subject language.

So there is a parametric variation between these two languages whether or not to allow a finite verb to have null subjects.

1.9.2 Word Order

The basic word order of English is **Subject Verb Object**. But in Telugu the word order of a sentence is Subject Object Verb and since Telugu is morphologically a rich language the subject is understood on the verbal inflection. So the use of subject is optional and can be omitted sometimes. This word order difference is a reflex of a parameter: head final or head initial.

In English questions the WH-expression is moved to the front of the sentence but in Telugu it remains in situ. This determines whether WH-expressions are fronted or not. So if one language allows fronting of WH-expressions it will allow all WH-expressions as:

28) Where did you go?

29) What did you do?

If a given language doesn't allow this kind of fronting it will not allow any WH-expression to be fronted. So there is a rule that is binary „a language that does or doesn't allow the WH- expressions to be systematically fronted“.

1.9.3 Head Final Position

In English all heads like nouns, verbs and prepositions immediately precede their complements. But in Telugu all heads immediately follow their complements. So English is a Head-first language and Telugu is a head final-language. This is also called the word order parameter. So a given language must be either a head-first language or a head-last language.

1.10 Introduction to Telugu Language

English and Telugu are languages that come from different geographic areas, and development of both languages and making them different from each other in several aspects. English is a West Germanic language brought to Britain by Germanic invaders and evolved in several dialects spoken in the Anglo-Saxon kingdoms of England. On the other side, there are four major Dravidian languages in India. Telugu is one of them; the other major Dravidian languages are: Tamil, Kannada and Malayalam. Telugu belongs to the south-central which is a sub-branch of Proto-Dravidian language family. Telugu is spoken mainly in the states of Andhra Pradesh and Telangana located in southeast India, as well as in the neighboring states of Tamil Nadu, Karnataka, Maharashtra and Orissa.

1.10.1 General Characteristics of Telugu and English Languages

1.10.1.1 Word Order

Head complement parameter refers to the order of the main constituents of a sentence in a language, such as S(subject), O(object) and the V(erb). Languages can differ

in the order of these elements. English has SVO order, in Telugu, the unmarked word order is SOV although the subject and object NPs can be permuted; but the verb generally sticks to its sentence –final position. The embedded clauses and all complements of the verb occur in the pre-verbal position. In Telugu, the verb exhibits rich agreement morphology but is not present consistently in all clause types. Full agreement is present only in 3rd, singular nouns and there is no gender feature on plural nouns. As for tense, we can assume past and non-past tenses, as the non-past forms are used to denote both present and future times.

The head-complement parameter, on the other hand, mainly refers to the order of head and its complements in a language. This specifies the respective position of a head and its complements in a language. A verb phrase *wrote a letter with a pen* has a head verb *wrote* and *a letter* is its complement. Similarly, a prepositional phrase like *with a pen* has a head preposition *with* and *a pen* is its complement. This way the head precedes its complement in English, and in Telugu, Kannada, etc. the head follows its complements. So English is a head-initial language; and languages like Telugu are strictly head-final languages. In Telugu, the lexical or functional verbs occur on the right side of their complements. In a sentence, all other elements always occur before the finite verb except when some of elements are expressed as an afterthought.

WH-movement parameter refers to the covert or overt movement of the WH-phrase to the [Spec, CP] position. In languages like English and French, there is overt movement of the WH-phrase to the [Spec, CP] position, whereas in languages like Telugu, Kannada, etc., there is no overt movement of WH-phrase, but it moves to [Spec, CP] position covertly at LF.

Gender: Gender is not marked on the noun, but it is indicated on the 3rd person of the verb and on demonstrative pronouns. There are two genders which are not equivalent in the singular and in the plural. In the singular, the genders are human maleness and other than human maleness: the latter includes women and all non-humans. In the plural the gender distinction is between human (male and female) versus non-human (male and female).

Number; singular and plural. The latter is marked by the addition of the suffix *-lu*.

Case: nominative, genitive, accusative, dative, instrumental.

1.10.1.5 Sentence Types in Telugu

There are commonly four types of sentences in Telugu and we must know the structures of those sentences in order to get an idea of the similarities and dissimilarities between Telugu and English. So that we can find if there is any influence of mother tongue for committing errors in English.

a) Declarative Sentence (statement)

35) Vallu pa:du tunna:ru.

They-nom sing cont pres 3rd Pl

„They are singing.“

b) Interrogative Sentence (Questions)

36) Atanu emi chest_ unna;du?

He-nom what do cont pres 3rd Pl

„What is he doing?“

c) Interrogative sentence (Yes/no type questions)

37) Atanu vast unna:da?

He-nom come cont pres 3rd Pl

„Is he coming?“

d) Imperative Sentence (Commands)

38) (nuvvu) vellu (mi:ru) vellandi

(you) go 2nd Pl (you) go 2nd Pl

„You go“

„You go“

With the above clarification we can find how the different types of sentences are formed in English and how they are different from Telugu. This helps us to find if there is any influence of mother tongue on English sentence creation by the Telugu learners.

1.10.1.6 English Sentence Structures

English sentence structure, typically, is Subject+ Verb+ Object/ Complement For example:

S V O

39) She takes coffee

S V Complement

40) He goes to market

English sentences can be divided into four types; declarative, interrogative, imperative, and exclamatory sentences.

Declarative sentences give information or statement and maintain the order, having the pattern subject and predicate. All declarative sentences start with the subject which is followed by the predicate.

41) She is taking coffee.

Interrogative sentences are used to ask questions. The following two kinds of interrogative sentences are commonly used.

The first kind of it is yes/no interrogatives. Here, it shows inversion of the Subject with an auxiliary verb. For example:

42) Is she reading now?

43) Do you read novels?

The second kind of interrogative sentence is WH-interrogatives. This kind of interrogative sentence starts the sentence with the WH-words such as “what”, and “where”. For example:

44) What do you want?

45) Where did she go?

3. Imperative sentences (directives) are, typically, used to make a request and an order.

This kind of sentence does not usually have a subject, but begin with a verb. For example:

46) Close the door.

47) Don't be late.

4. Exclamatory sentences typically, show exclamations. They begin with WH-word which is to modify a phrase followed by the determiner “a”. For example,

48) “What a book he bought!”

Having discussed the theories which have been used to analyze errors in English, we are going to see the methodology which is adopted to study the errors in English made by Telugu speaking students.

Chapter 2

2.0 Methodology

In this chapter, the methodology used for the collection of the data and research framework adopted to study the errors In English has been described. Also the aim of the study and details of the informants have been stated. The main focus of the chapter lies on research framework which establishes the rules for a particular kind of sentence construction.

2.1 Aims of the Study

This study is concerned with the written English of the Telugu students who learn English as a second language. In my research I will try to:

- a) identify the errors in the written English of the Telugu speaking students
- b) to describe those errors linguistically
- c) to categorize errors and find the possible sources of the errors
- d) to provide the areas of difficulty for the learners of English.

Therefore, in this present study, my aim is to identify and analyze the syntactic errors drawn from Telugu students' writing samples. Secondly, the potential causes of the errors will be explored with brief explanations. Thus I will try to categorize those errors in different syntactic areas by interpreting those errors and identifying patterns that show causes of these. The data of the present study is the written sample that evidences a great variety of errors resulting from the syntactic negative transfer, as many times students think in Telugu when they write in English.

2.2 The Informant

The informants for the study are a group of Telugu speaking students whose education is at intermediate level. These students are the native speakers of Telugu. They students are often required to do grammar exercises. The questions that are asked in the questionnaire are part their syllabus. Most of the students are from Telugu medium background and these students are taught English through Telugu. The informants are required to answer the two questionnaires. The questions that are asked here belong to Tenses and WH- questions which the students always encounter in their exams.

2.3 Materials and Testing Procedure

The questionnaire that is used to collect the data is divided into two parts. The first part of the questionnaire comprised a set of ten Telugu sentences to be translated into English. The second part required the students to form questions using the words given in the brackets.

Questionnaire 1

Date.....

Name:

College.....
.....

Gender Male Female Date of
Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోజుపాటు త్రా గుత్తడు.

Ans:

2) అతను రేపు బెంగుళూరు వెళ్తా డు.

Ans:

3) ఆమె రోజూ గుడికి వెళ్తోంది.

Ans:

4) వాళ్ళు ఎల్ల పుండుకిక్ ఆడతరు.

Ans:

5) మేము ఇలు కొన్నాము.

Ans:

6) ఆమె పున్ కాలుకొన్ది.

Ans:

7) నేను ప్రతిరోజుకాలేజీకి వెళ్తా ను.

Ans:

8) మేముసినిమాచూశాము.

Ans:

9) అతను రోజూ స్వల్లు చదువుతడు.

Ans:

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans:

Questionnaire 2

Date.....

Name.....

.....College.....
.....

Gender Male Female Date of
Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans:

2) He bought (What)

Ans:

3) She reads novels

(Which) Ans:

4) You like (Who)

Ans:

5) He went (Where)

Ans:

6) She will come

(When) Ans:

7) They will sell their house

(Why) Ans:

8) The song is nice

(How) Ans:

2.4 Transformational Generative Grammar and WH- movement

Transformational generative grammar which was proposed by Chomsky (1957, 1965) proposes that there are two types of grammatical rules: phrase structure rules and transformational rules. Chomsky argued that these two rules help generate all possible sentence types in a given language. According to him, phrase structure rules generate basic sentences such as simple, active and declarative. The other one is transformational rules. These transformational rules are applied to the underlying deep structures like simple, active and declarative forms and then these structures are changed in order to bring final spoken form surface structure. Thus phrase structure rules show us how the basic deep sentences are structured and transformational rules show us how these basic, simple and deep declarative sentence structures change and how a constituent moves from one place to another.

According to TGG, WH-questions are derived from a corresponding underlying declarative sentence following a series of strictly ordered transformational rules. In the first step the questioned element gets replaced by a questioned word. For example, to form a question like

1) Where is she going?

The questioned element to the marked from the underlying declarative

2) She is going to the park.

is replaced by the question word *where* to get

3) She is going where?

The next step is to do auxiliary inversion to get the sentence like

4) Is she going where?

Here, one thing to remember is that if there is no auxiliary present in the corresponding declarative sentence a dummy auxiliary should be inserted so that the tense can be carried over by the dummy *do*. Lastly the replaced WH-word gets preposed to the beginning of the sentence. Thus the question

5) Where is she

going? is formed.

2.5 Principles and Parameters or Government and Binding Theory and WH-movement

The Principles and Parametric theory simplifies the vast number of phrase structure and transformational rules proposed in transformational generative grammar. PPT also assumes that WH-questions are formed by the application of certain structural transformations from an underlying declarative sentence. This theory formulates limitations on what can be moved and where it can be moved.

Consider the example,

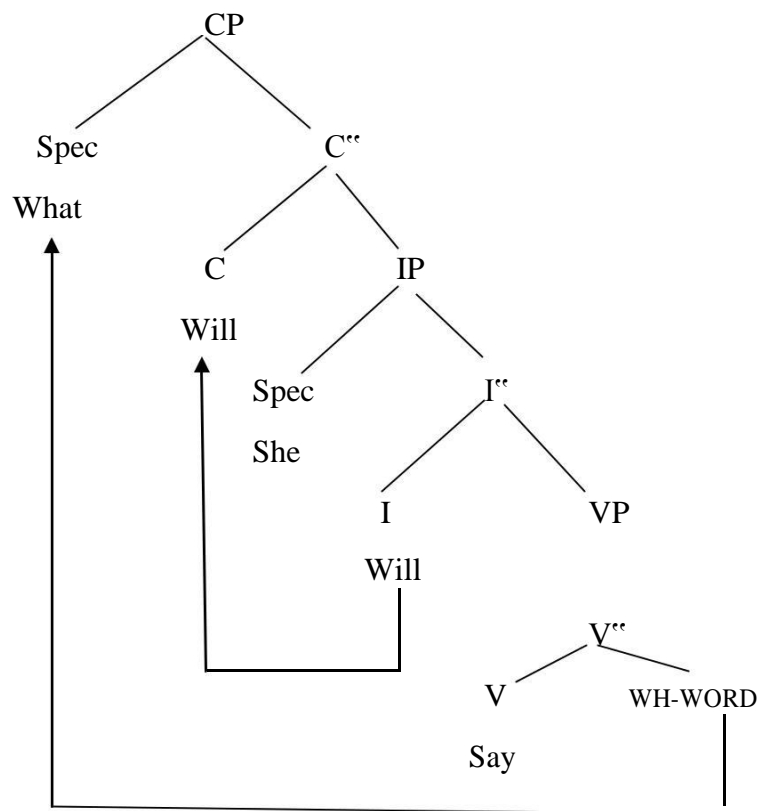
6) What will she say?

It is showed that the WH-word *what* is moved from its object position of verb to its landing position at the beginning of object WH-question. This theory also formulated two transformational rules. First, the WH-word moves from its base position in the inflectional phrase, IP to the specifier position of the complementizer phrase (Spec, CP). Then the

inflection carried by an auxiliary raises to the head of C to get the subject auxiliary inversion.

Here, we will see the movement in a tree diagram for this question:

7)



According to Cook & Newson 1977:206, WH-movement signifies “*movement of question component or interrogative phrase from an argument position toward the closest non-argument position which indicates complementizer phrase*”

According to J. R. Ross (1967) WH-movement might continue in a cyclic fashion, i.e, it can transfer a WH-word from the position of the lower complementizer phrase specifier to the position of upper complementizer phrase specifier.

2.6 Landing Site of WH-word

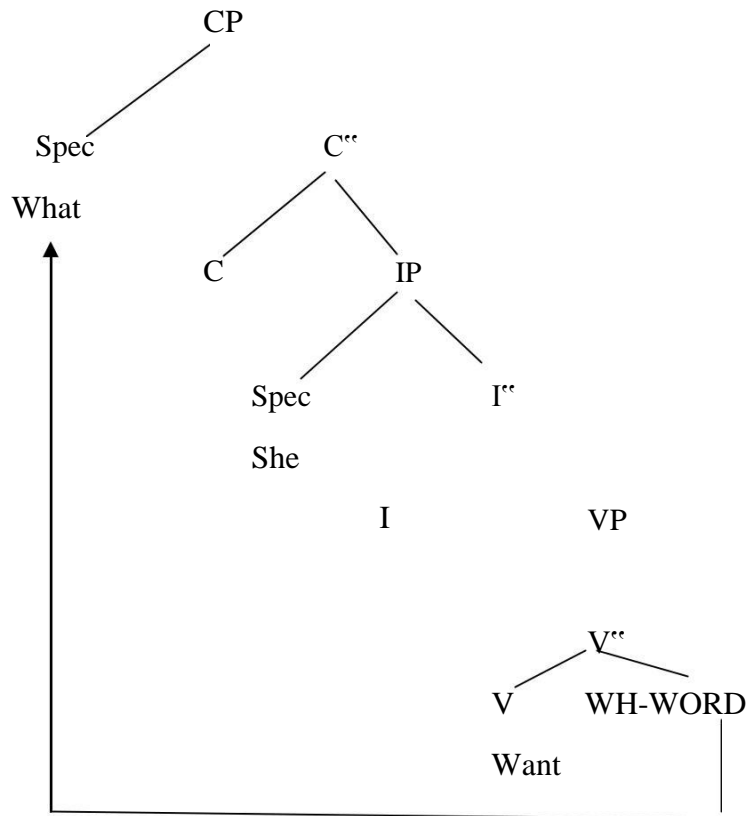
One of the things that one would like to know is where and at what position the moved WH-word lands. According to Chomsky, the landing position for the WH-word is the specifier of complementizer phrase and it is a non-argument position.

To understand that let's consider 8

8) What_i does she want_i ?

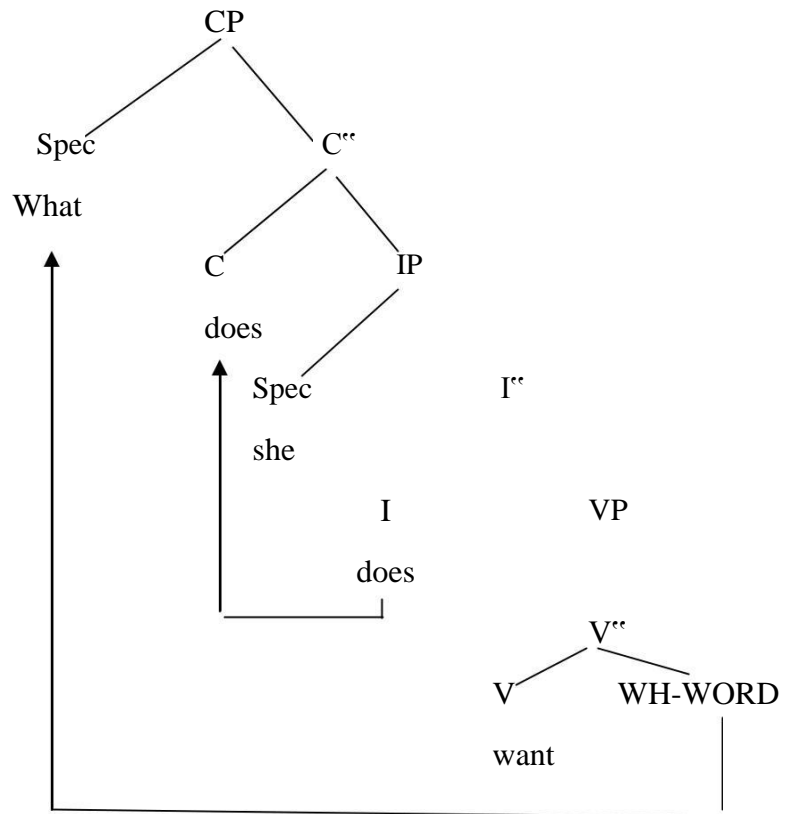
Here, the WH-word *what* has moved from the position of noun phrase to the complementizer phrase specifier. Let's see how it works in a tree diagram.

9)



From the above diagram it is evident that movement of WH-word is toward the beginning of the sentence and this WH-word reaches the empty position of the specifier of the complementizer phrase. Another important thing to observe here is that there is also the movement of the auxiliary verb toward the head of complement (T-----> C movement). Thus we can observe WH-movement and auxiliary movement in the above sentence. Now let us see how the auxiliary movement and WH-word movement happen for the above sentence.

10)



2.7 Types of WH-movement

2.7.1 Local or Non-cyclic WH-movement

In simple sentences, WH-words move only one time. So they are called non-cyclic WH-movements.

Consider example,

11) What_i does she want t_i ?

2.7.2 Cyclic WH-movement

This kind of movement involves the movement from distance where it occurs in compound sentences which are composed of a main clause and one or more embedded clauses. This movement happens from the argument position of the embedded clause to the position of the complementizer phrase specifier of the main clause. But this kind of movement happens in a cyclic fashion.

Consider example,

12) Who_i do you think that she will marry t_i ?

2.8 Pied piping

Sometimes when the fronted WH-word moves to the sentence beginning it pulls the entire WH-phrase to the front of the clause. This kind of instance is called Pied Piping. This happens when the WH word is inside a noun phrase or an adjective phrase:

Consider the examples:

13) She has read some novels

14) Which novels has she read?

2.9 Trigger for WH-movement and Auxiliary Movement

Chomsky believes that there should be a trigger for any kind of movement so that it can be called a syntactic process. He proposes that the trigger for the WH- word movement is its own interrogative characteristic. This characteristic feature is represented as +WH feature which exists in the position of complementizer phrase of an interrogative sentence and this feature attracts the WH-word to reach the empty specifier position. It is also proposed that the same complementizer phrase also contains +TNS or Tense feature and it attracts the tensed auxiliary to be attached to it.

2.10 Concept of Predicate and Argument Structure

A predicate is the portion of a clause, excluding the subject that expresses something about the subject. A predicate is an obligatory element in a sentence that carries the maximum amount of information about the action or event stated. Every predicate has an argument structure.

The argument structure specifies the predetermined number of the arguments the predicate can support. These arguments are essentially the participants which are minimally required for the activity or state described by the predicate to be understandable. So the predicate determines the arguments in a sentence. Argument structure is essentially a syntactic representation and it is a reflection of the predicate's semantic properties. As some predicates require one argument some other require two or more arguments. For example, in English the verb 'to give' needs three participants, a giver, a receiver and a given object as is represented in the example below.

15) (The boy X) (gives) (the girl Y) (a book Z)

The arguments that fall within the domain of the verb (Y, Z) are internal arguments, whereas (X), falling outside the domain is an external argument.

2.10.1 Valency

Here we see the number of arguments verbs allow as well as the type of arguments. At this point, we turn to the number of arguments. Valency (sometimes called valence) refers to the number of core arguments that are part of a verb's morphosyntactic structure. Valency is specific to a single verb. A verb like *run* expects one argument, the subject, so it's called monovalent. Verbs that expect two, like the verb *see*, are divalent. Verbs expecting three are trivalent, including *give*. The labels "monovalent", "divalent" and "trivalent" depend on the core arguments, the arguments required for normal use of the verb in question. We could always add extras in the forms of adjuncts: she saw it [on Thursday], or she saw it [on Thursday] [with her brother].

Give (1, 2, 3) trivalent

lift (1, 2) divalent

fall (1) monovalent

Like other verbs, *give* has a number of slots that take a certain number of nouns and pronouns. Give has three slots. It expects three arguments. We use the verb *give* with a *giver*, a *given* and a "*givee*". To use the verb *lift*, we need a lifter and a lifted. To use *fall*, we just need a faller. So far, the logic behind this is easy. Then we see a verb like *rain*. The verb *rain* doesn't fit neatly into this scheme. On the one hand, it takes a mandatory subject *it*. So, it looks like it has one core argument. On the other hand, it can't be switched out for

another noun or pronoun. But it doesn't seem to refer to anything specific. It's more of a place holder (called a dummy pronoun or expletive). We may argue that rain has no real arguments, but that English adds a dummy pronoun for grammatical reasons. (A finite English verb has a subject noun or pronoun.) So, rain and similar "weather verbs" have a place in this scheme.

Consider the example

16) What does she want?

The subject of the sentence is *she*. The predicate is *wants what*. As mentioned above a verb has the capacity of taking the required arguments to produce full meaning of a sentence. Here, the verb *want* can take two arguments *she* and *what*. The internal argument *what* moves from VP internal position to the sentence initial position. Thus we can observe the WH- movement in the example.

Consider the following example.

17) Where did you put the box?

The actual sentence behind the above interrogative sentence is that *you put the book somewhere*. From the above discussion on valency of verbs we can understand that the verb *put* is capable of taking three arguments. So the WH-word *where* is the argument of the verb *put*. It is generated in the VP internal position but after the WH-transformation applies it moves to the sentence initial position. Thus the sentence gives the full meaning.

2.11 Constraints to WH-movement

There are two basic principles under which there are some limitations on WH-word movement. These limitations specify under which conditions these movements happen and how.

2.11.1 Subjacency condition

WH-movement is constrained by the subjacency condition. No movement shall cross more than one bounding node, where bounding nodes are IP and NP.

Let's see how it works

18) Who_i do you [_{t_i} think that she will marry t_i]

In the above example the WH-word crossed two S nodes but in a single step. First it moves to the Comp node of the embedded clause and from there moves to the matrix Comp node in the second step so it will not cross the two S nodes in a single step.

2.12 Affix Hopping

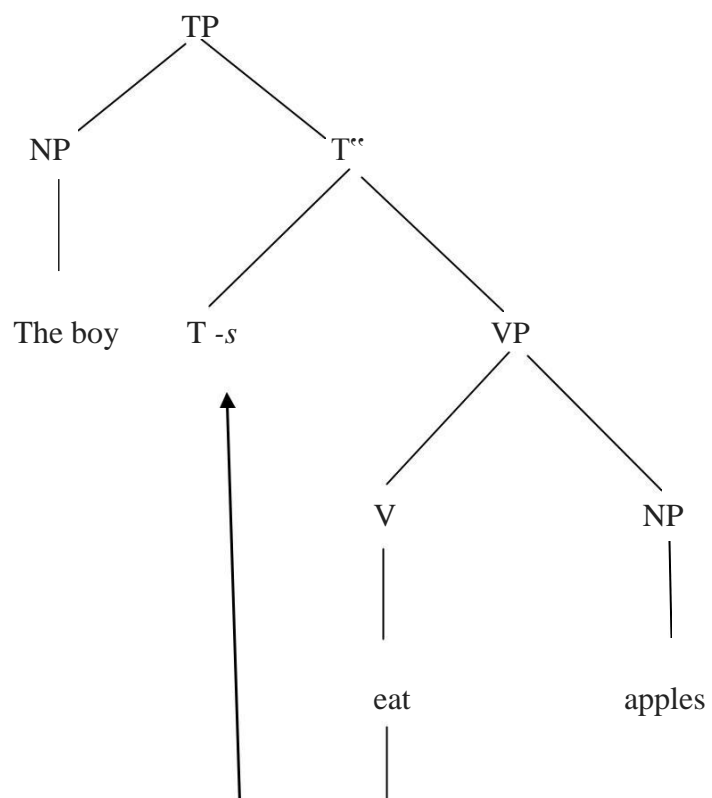
Affix hopping is done by a syntactic operation where the the verb or auxiliary raises to the T node.

Consider example:

19) The boy eats apples

The syntax tree for this sentence can be represented as 20

20)



Here, the verb *eat* has been raised from its original position to the T node in T bar producing the form *eats*.

Chapter 3

3.0 Description of Errors in the Use of Tenses

Here the errors in the use of tenses are discussed showing how the learner deviates from the standard norms of a sentence construction.

3.1 Tense and Agreement

It is proposed that in English a finite verb inflects for tense and agreement. For example:

- 1) They worked in company.

In the above sentence the verb is in the past tense. Here, the verb *work* has inflected for past tense and *-ed* is the inflection. However, a verb doesn't inflect only for tense. A verb also inflects for agreement with the subject. To find it out let's examine sentences below:

- 2) They eat apples
- 3) She eats apples

The difference between the above two sentences is that we say they eat.... but she eats.... the inflection *-s* in *eats* doesn't stand for present tense because if it stands for tense we should say they eats.... instead of they eat but we don't say so. Because in *she eats*, *-s* actually stands for the 3rd person singular subject *she*. Based on the above discussion we can say that a finite verb agrees with the subject. So we can say that the *-s* in *eats* is an agreement marker and we can say that a verb inflects for both tense and agreement.

English doesn't have many overt agreement markers but languages like Spanish and French and most Indian languages have a number of agreement markers.

English	Telugu
I ate	tin anu
We ate	tin amu
You (singular) ate	tin avu
You (plural) ate	tin aru
He ate	tin adu
They ate	tin aru

An inflected verb in Telugu is composed of stem + tense/mood suffix + personal endings. The stem is identical with the verb root.

3.1.1 Tense

Tense is a grammatical category of verbs used to express distinctions of time of verb's action or state of being, such as present, past or future which are one of the important things when constructing a sentence; given that without using proper tenses, our speech or writing will not be understood by other people.

Errors of present tense can be divided into the categories like:

- a. Past instead of present
- b. Future instead of present
- c. Present continuous instead of present simple

Throughout the data it is observed that the errors include when the learner is referring to a present action and the words in past are used, and sometimes future tense is used referring to present tense. Another most frequent instance is that the learners use present continuous tense to refer to present (everyday) action.

3.1.2 Word order

Word order could be defined as the syntactic arrangement of words in a sentence, clause, or phrase. In other words, it is the order in which words occur in sentences that in many languages, including English, plays an important role in determining meanings expressed and if it is not used correctly, it leads to ungrammaticality. Moreover, it is related to the different ways in which languages arrange the constituents of their sentences relative to each other.

As the rules of word order change from one language to another, the learner tends to depend on the structures of L1 unconsciously to create a sentence or to communicate a message in L2. This dependency leads to error production if the word order of the two sentences is different. Studies on language transfer claim that the word order of L1 influence the structures of L2.

For example;

4) *Exam I am writing.

In the above sentence we can observe the object *Exam* is fronted instead of being after the verb. The word order of English is SVO. But in Telugu the word order is SOV. And it is possible not to mention who is performing the action as it is reflected the on the

inflection of the verb. So it is clear that the sentence is syntactically wrong and this is because of the transfer from Telugu.

Learners tend to transfer negatively and make errors in word order as it was previously evidenced, as they make assumptions that the structures in L2 will be the same as their L1.

3.1.3 Verbs

The syntactic errors concerning the use of verbs committed by the participants can be divided into categories such as:

- a. Absence of main verb or an auxiliary
- b. Redundant use of auxiliaries

3.2. Errors in the Use of Tense and Agreement

Errors in this category arise because of the learners' limited exposure to the target language. The source of these errors is intralingual as the learners don't have enough command over the rules of the structures related to the specific tenses.

3.2.1 Description of Errors in Tense and Agreement

We will see some of the wrong constructions in the use of tense and agreement. The below are the translation for some of the Telugu sentences.

5) He drink milk every day (See the answer for the question 1

అతను ప్రతిరో పాలు త్రాగుతాడు.

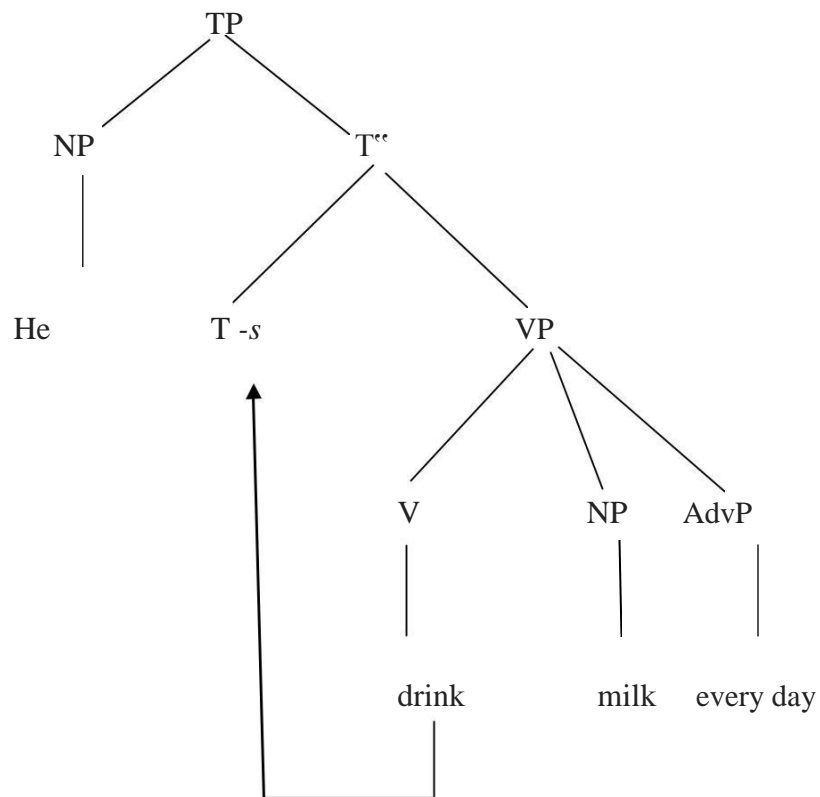
He-nom every day milk-acc drink-pres 3rd Sg

of script 2 of Appendix A)

The given sentence fulfills the condition of the S V O construction of English sentence. But the sentence is faulty. Because the verb DRINK doesn't agree with the subject He. The verb in the simple present tense takes s, es or ies when the subject is He, She, it or singular noun. Here, the subject is the third person He which takes the inflected verbs in the present tense. For the sentence to be grammatical it should agree with the person number gender rules. The correct formation of the sentence is He drinks milk every day. Let's see another example for the same sentence.

Let's see the tree diagram for the sentence.

6)



7) He is tomorrow go to Bangalore (See the answer for question 2

అతను రేపు బెంగుళూరు వెళ్తాడు

He-nom every day Bangalore go-fut 3S

of script 13 of Appendix A)

The above sentence is syntactically wrong as the sentence violates the English sentence structure. Here the student has completely followed the structure of Telugu which is S O V. But still misses agreement factor of the verb. In the above example the tense of the verb is correct but the order of the words is missed. One more thing we can observe in the above sentence is that there is an unnecessary addition of auxiliary IS. As it violated the phrase structure rules of the sentence -----> NP, VP the sentence results in ungrammaticality.

8) He tomorrow going to Bangalore. see

the answer for the question 2

అతను రేపు బెంగుళూరు వెళ్తాడు

He-nom every day Bangalore go-fut 3S

of script 12 of appendix A)

The above example is deteriorated because of the wrong use of the verb *go*. The student has used the verb as a gerund. In English future action are conveyed through the use of auxiliary *will* and verb in its simple form. Here the student has omitted auxiliary and used the verb in its wrong form. Another error in the above sentence is the use of the adverb of time in wrong place because in English adverbs of time come at the end of the sentence.

9) I give pen to she. (Please see the answer for the question 10

నేను ఆమెకి పెన్ ఇచ్చాను.

I-nom to her pen give-past 1st Sg

of script 4 of appendix A)

The above sentence clearly show the error produced in tense. The verb *ichanu* in Telugu indicates the action in the past. But the student used the verb *give* in its present form. According to the theory of argument structure the verb can take three arguments. Here, the student has used the three arguments but the indirect argument of the verb *give* is in its subjective form. As it receives the objective case from the preposition „to“ it should be in objective form *her*. Another common error that is often found in the writings of Telugu students is the use of articles. This is because in Telugu there are no articles. In the above sentence the singular noun *pen* takes the article „a“. The correct construction of the sentence is I gave pen to her or I gave her a pen.

10) He read novels every day. (Please see the answer for the question 9

అతను రోజూ నవల్లు చదువుతాడు

He-nom every day novels-acc read- pres 3rd Sg

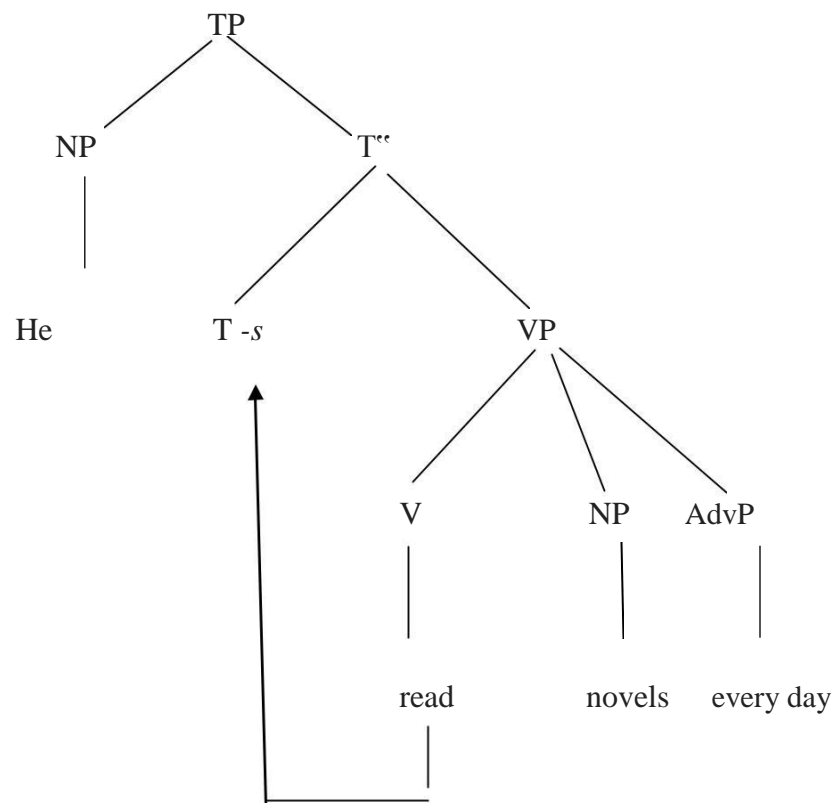
of script 4 of appendix A)

The above sentence clearly violates the rule of agreement. In English all the verbs should agree with the subject. Here, the verb *read* in English should agree with the person. As we know when the subject is he, she, it or a singular noun all the verbs in present tense take affix *s,es* or *ies*. This happens through affix hopping. The affix *s, es* or *ies* is lowered on to the verb to agree with the subject.

The correct form of the sentence construction is *he reads novels every day*.

The underlying syntax structure for the sentence is:

11)



In the above tree diagram we can see that the verb which exists in V position is raised to T so that it agrees with the third person subject *he*. But in the sentence the student has

constructed there is no agreement. Thus the sentence violates the rule of agreement and is ungrammatical.

12) She is daily go to temple. (Please see the answer for the question 3

ఆమె రోనా గుడికి వెళ్ళుంది.

She –nom daily to temple- go-pres 3rd Sg

of script 13 of appendix A)

The above sentence violates the phrase structure rules of a sentence in English. An unnecessary inclusion of *is* and the verb which is not in agreement with the subject *she* make the sentence syntactically faulty. The main problem in the sentence is the unnecessary use of the be form *is*. The constituents of the sentence are an NP, a VP and AdvP and VP-PP. We can also find the misplacement of the adverb *daily*. The amended sentence might be „she goes to temple daily.

13) I am going to college every day.(Please see the answer for the question 7

నేను ప్రతిరోజుకాలోకి వెళ్ళును.

I – nom daily-adv – to college- loc go-pres 1S

of script 9 of appendix A)

The sentence in Telugu indicates the action which happens every day or the action which will happen in future. Because the aspect *a* in the verb *veltanu* can be used to show the present and future time. So the answer for the question should be *I go to college every day* or *I will go to college every day*. But here, the student has chosen the wrong construction which violates the phrase structure rules of the sentence. It has been observed in the written scripts of Telugu students that be form *is* is generally taken as the present form which

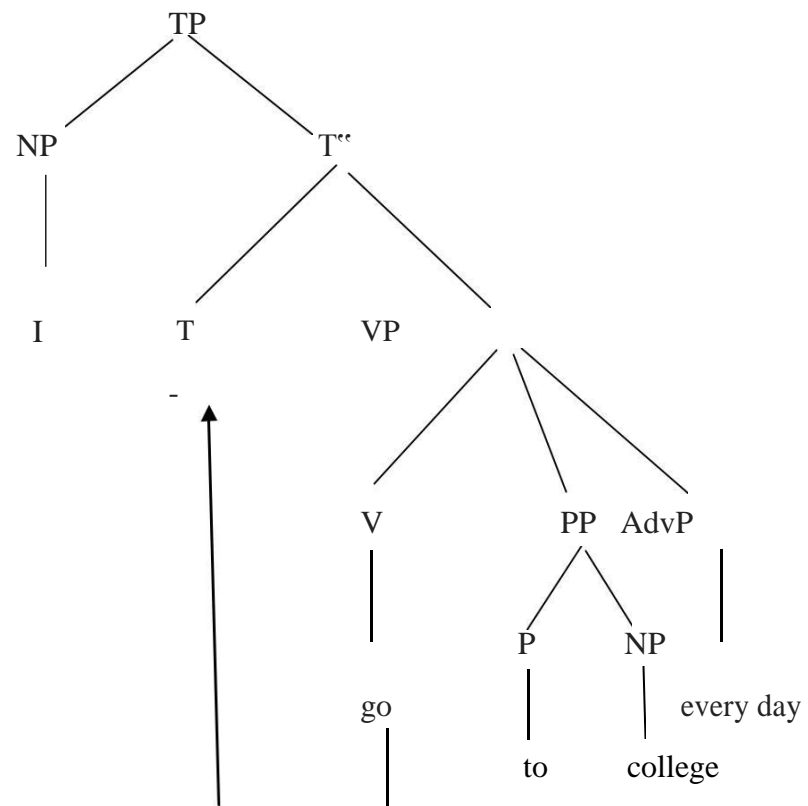
signifies the present action. In a similar way, sometimes, be form *was* is used to indicate the past action. Consider the below example:

14) She was bought books.

These kind of errors indicated that the learners have not internalized the rules of the TL.

Let's see the tree diagram for the above sentence:

15)



3.3.0 Description of Errors in the Use of WH-questions

Here, the errors in the use of WH-question are described showing how the learner deviates from the standard norms of an interrogative sentence.

3.3.1 Introduction

WH-questions are a type of questions that ask for information. These are different from yes/no type questions which ask for agreement or disagreement. The information that is asked for is replaced by a specific WH-word and it is fronted. There are two types of wh-questions in English. They are WH-pronominals and WH-sententials. WH-pronominals like *what*, *who* and *where* stand for a missing constituent in a sentence and require an answer that give information about the constituent.

For example, in question like

16) What are you doing?

The WH-word *what* might be replaced for the information as in I am doing homework. Here the person who is asking the question knows that the person who is being asked the question is doing something and wants to know what it is. So if we assume a declarative sentence for

17) What are you doing?

it will be something like

18) You are doing something

and this *something* is replaced by the wh-word *what* and then it is fronted.

Telugu learners of English are often found committing errors in subject auxiliary inversion. They produce errors in inverting the auxiliary with the subject. They usually produce sentences like

19) What she is

doing? instead of

20) What is she doing?

They often miss the inversion so that the sentence becomes ungrammatical. Mainly there are two types of auxiliary inversion errors, one, errors where the auxiliary is omitted and the tense and agreement is marked on the main verb like in the sentence *what you bought?* In English questions, tense and agreement are always marked on the auxiliary. If there is no auxiliary present in the corresponding declarative sentence, tense and agreement is marked on the dummy DO. Another type of auxiliary errors is double marking where tense and agreement are marked on auxiliary and again on verb or undeleted auxiliary.

The Principles and Parameters theory assumes that everyone is born with innate linguistic principles with which one can learn any language equally and innate linguistic parameters which will be applied to the specific properties of a particular target language when one is exposed to the use of that language. This theory also says that errors are produced when these parameters are not set properly because of insufficient exposure to the target language. Because of this children take time to imbibe these parametric options of the second language.

There is another type of WH-question called WH-sententials such as *why, how and when*. These WH-sententials don't stand for any missing constituent in a sentence and they ask for reasons.

To understand how the questioned constituent is replaced by WH-words and how these WH-words are fronted along with auxiliary inversion to form WH-questions in English it would be better to assume a declarative sentence for the asked WH-question.

Consider the following examples:

Question	Declarative
21) Who takes coffee?	Rama takes coffee.
22) What did he buy?	He bought a book.
23) Where did she go?	She went to Bangalore.
24) Why is she calling him?	She is calling him because she needs help.
25) When do they watch movies?	They watch movies on weekends.

From the above examples we can understand that in sentence (20) the WH-word *who* is questioning the subject element and as it is questioning the subject element WH-word is not moving from anywhere instead it remains in situ.

In sentence (21) the WH-word *what* is questioning the object of the verb *buy*. So we can understand that the WH-word is generated under VP and it is moved to the sentence initial position. Apart from the movement of the WH-word *what* we can also find that a dummy

auxiliary is inserted in the question to carry tense and agreement and it is inverted with the subject *he*.

In sentence (22) also the WH-word *where* is questioning the object element which is generated under VP and it is fronted. Along with that, auxiliary inversion is also made to mark tense and agreement since there is no existing auxiliary in the corresponding declarative sentence

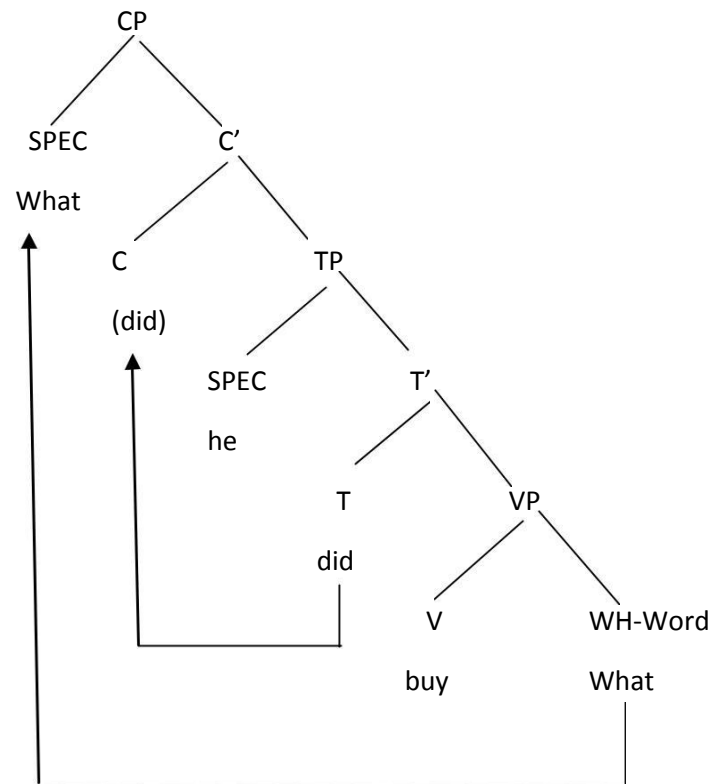
But in sentence (23) and (24) we find WH-sententials. These WH-sententials don't question any single element from the corresponding declarative sentence but ask for extra information and reasons thus replace the part of the sentence of the corresponding declarative sentence. Here too we find the inversion of auxiliary with subject. In sentence 4 we have an existing auxiliary *is* and it is inverted and in sentence e we don't have any auxiliary in corresponding declarative sentence so we have used a dummy DO to carry tense and agreement.

As is evident from the above examples, we can understand that the WH-word moves to the sentence initial position along with the auxiliary inversion. This famous theory was proposed by Chomsky (1977). According to Chomsky when the WH-movement rule is applied, the WH-question word moves from the object position, if it is object WH-question, from the D-structure position of the sentence to sentence initial position in the S-structure.

3.3.2 Description of Errors in WH-questions

Before we see the error, it is useful to see how the actual movement takes place when the declarative sentence (*he bought*) is changed to interrogative with the WH-word *what*.

26)

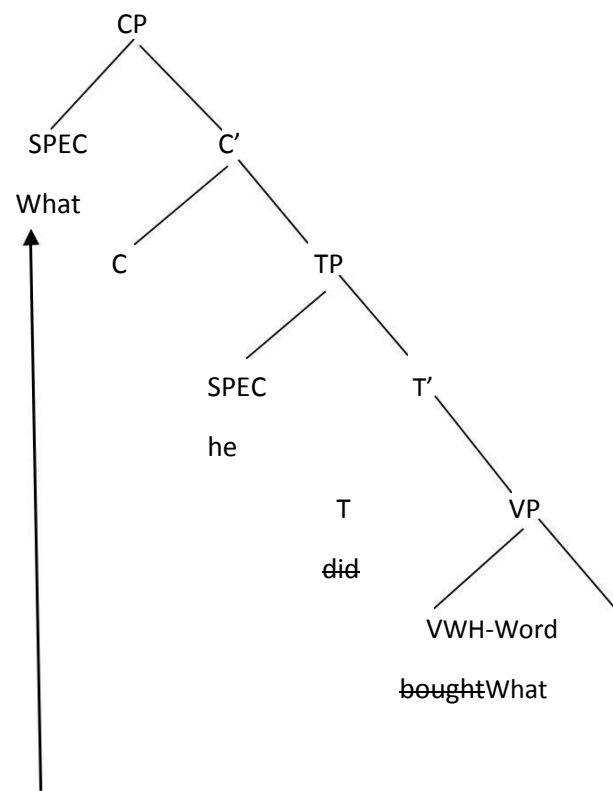


The above diagram clearly shows that the WH-word *what* has moved from the TP internal position to the Spec of CP and the auxiliary word *did* has also moved from the T position to C.

Now let's see how the learner has deviated from the above mentioned rules.

27) What he bought? (see the answer for question 2 of script 1 of appendix B)

28)



The above sentence clearly violates the rules proposed in principles and parameters theory of wh-movement. Here the student got succeeded in moving the wh-word to the sentence initial. But as all the interrogative sentences are CPs and the C position carries a Q+ feature it has to attract auxiliary which carries the tense. Since there is no auxiliary word present in the sentence a dummy DO must be inserted so that it can carry tense. In the above sentence the tense is still on the main verb even after the sentence is transformed to interrogative one.

In the above sentence we don't see any movement of the auxiliary from T to C and so doesn't fulfill the movement of auxiliary. Hence the sentence is ungrammatical.

A similar example we can see here.

29) What did he bought? (see the answer for the question 2 of the script 30 of appendix B)

In this example the student has used the auxiliary *did*. But the above sentence is grammatically wrong due to the wrong verb form. Here the student has correctly moved the WH-word *what* and the auxiliary *did* but according to Transformational generative grammar the moved auxiliary carries the tense features of the verb. It means that the tense and agreement will be realized on the auxiliary only. So the lexical verb should remain in its simple form *buy*. For the sentence to be grammatical, it should be like

30) What did he buy?

31) Where he went? (see the answer for the question 5 of script 2 of appendix B)

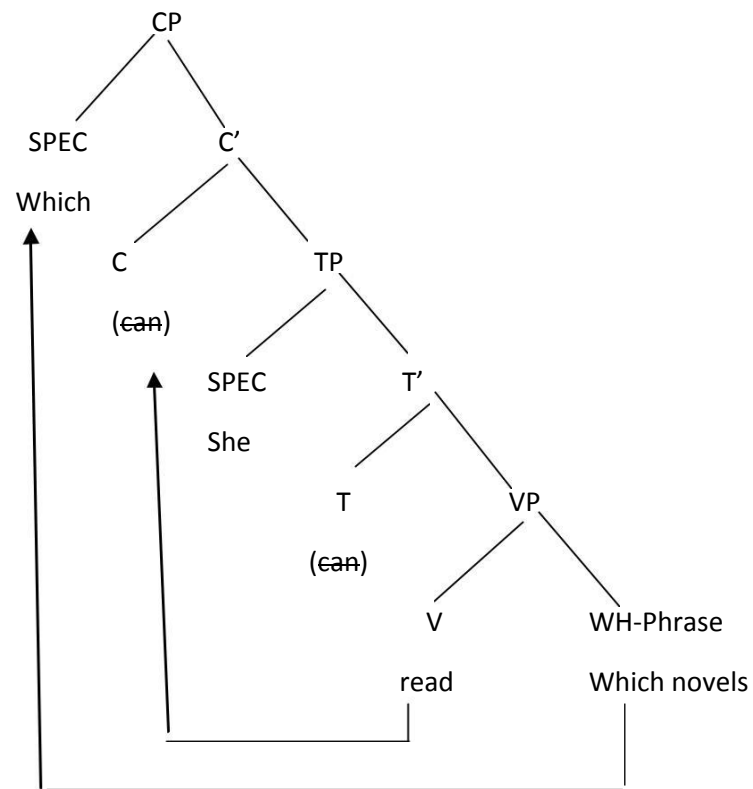
Above example is also flawed because the student has not used any auxiliary and inverted it with the subject. In the above example too, the tense remained on the main verb. It is a kind of uninversion error. The student, here, followed the correct step in moving the *wh*-word to the beginning of the sentence but failed in using and inverting the auxiliary. As there is no auxiliary in the sentence we need to take dummy „do“ and invert it with the subject. The suggested correct form of the sentence is *where did he go?* These repetitious errors of auxiliary movement indicate that the learners did not grasp the rules of L2.

32) Which can she reads novels? (see the answer for the question 3 of script 5 of appendix B)

The above sentence is syntactically faulty. The use of incorrect form of auxiliary and unchanged form of lexical verb makes the sentence unacceptable. When we change the sentence into interrogative sentence the first step is to move the WH-word to the sentence initial and when there is no auxiliary we have to take the help of dummy *do* and invert the auxiliary. But when we move the auxiliary tense feature also moves with the auxiliary and the tense of the sentence is realized on the auxiliary. Here, the learner has used the wrong auxiliary i.e. *can* in place of *does*. In the above sentence, inflection of the verb still remained on the lexical verb so the tense is still on the main verb.

When there is a WH- word inside a noun phrase or an adjective phrase the moved WH-word pulls the entire WH-phrase to the front of the clause. But in the above sentence only the WH-phrase is moved to the sentence initial position leaving the noun phrase in situ. Let's see the tree diagram for the sentence.

33)



In the above diagram, we can see that the entire WH- phrase did not move to the Spec, CP instead only the WH-word has moved to the Spec, CP. We can also point the wrong selection of auxiliary *can* which is struck through. The selection of the incorrect auxiliary and wrong movement of WH-phrase makes the sentence ungrammatical.

34) Who did you like? (see the answer for the question 4 of script 11 of appendix B)

Here, the student has successfully moved the WH-word and auxiliary but the above example shows the clear deviation of tense. The underlying deep structure is in present tense so the auxiliary should also be in present tense. But, here, the past tense of auxiliary *do* is taken. Hence, the sentence becomes ungrammatical.

Now let's see some of the wrong constructions for the same question.

35) Who like you? (see the answer for the question 4 of script 16 of appendix B)

The above construction is deteriorated because of two things. First, there is no auxiliary used in the sentence. As a rule, when there is no existing auxiliary in the corresponding declarative sentence a *do* support must be taken to form an interrogative sentence and it should be inverted with the subject. Second the subject is wrongly placed. Here, the subject is wrongly placed in the object position of verb *like*.

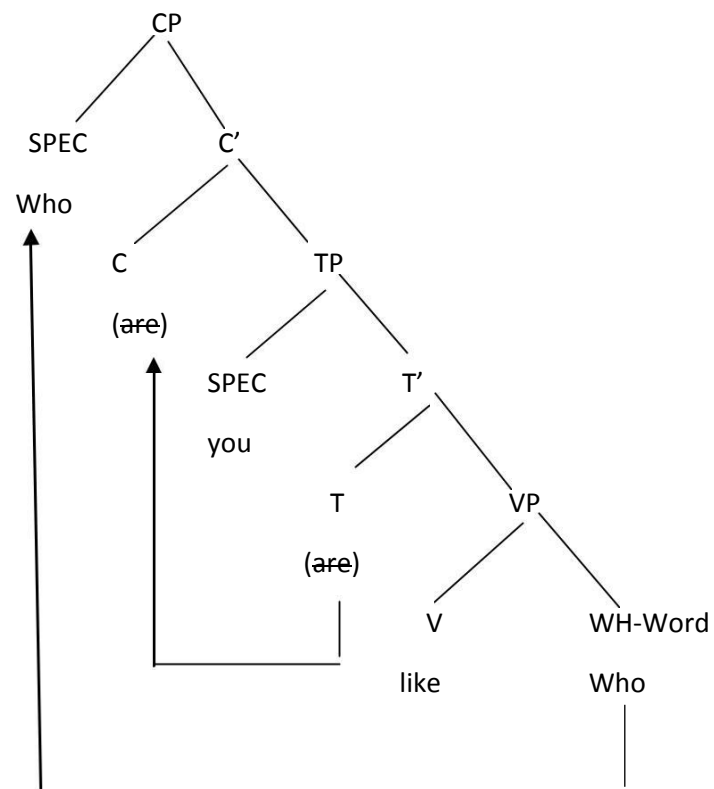
36) Who are you like? (see the answer for the question 4 of script 17 of appendix B)

The above error is a clear example of agreement. As stated above, in the absence of auxiliary element in the underlying declarative sentence a dummy *do* is used to form interrogative sentences. But here, a wrong auxiliary *are* is used. Hence, the sentence

becomes ungrammatical. The actual interrogative sentence is *who do you like?* Had the student used *do* in place of *are* the sentence would have been correct.

Now let's see a tree diagram for the sentence.

37)



38) When she will come? (see the answer for the question 6 of script 18 of appendix B)

The above sentence is an error which results from uninversion of auxiliary. In the corresponding declarative sentence there already exists the auxiliary so the student need not take the dummy *do*. But it just has to be inverted with the subject. In the above sentence the WH-word *when* is moved to the initial position of the sentence but the auxiliary did not move. So it violates the rule of auxiliary movement, hence, becomes ungrammatical. This error may be occurred due to the misapplication of L2 rules or negative transfer from L1.

39) How the song is? (See the answer for the question 8 of script 30 of appendix B)

The above sentence violates the rules of pied-piping and auxiliary movement. When there is a WH-word inside a noun phrase or an adjective phrase the WH word moves to the sentence initial position taking the noun phrase or the adjective phrase along with it. But, here, only the WH-word *how* has only moved and the student has omitted the adjective *nice*. Another problem in the sentence is that the auxiliary is not inverted with the subject. This type of error may occur because of the negative transfer of L1 syntactic knowledge to L2 sentence formation. So, this uninversion of auxiliary element breaks the syntactic correctness of the sentence.

40) They why sell their house? (See the answer for the question 7 of script 38 of appendix B)

The violation of WH-movement and the omission of auxiliary disrupt the sentence structure syntactically. While asking the questions in English it is required to move the

WH-word to the sentence beginning i.e. to Spec of CP. In interrogative sentences an auxiliary is a compulsory element. If there is no auxiliary it is required to employ dummy „do“. But in the corresponding declarative sentence the auxiliary *will* already exists. But the student has not used the auxiliary and inverted with the subject. This is because the student has not internalized the rules of WH-movement and auxiliary movement.

41) Why they will sell their house? (See the answer for the question 7 of script 29 of appendix B)

The above sentence shows us that the learner has moved the WH-word *why* but not the auxiliary. Most of the students are going wrong with the auxiliary inversion only. This indicates us that the learners are good at moving the WH- words but they are facing problems with the auxiliary movement. In fact in Telugu we don't find any movement of auxiliary and interrogative words. It's just an interrogative particle that is used to form questions in Telugu. There is a possibility of committing errors because of this parametric difference in Telugu and English.

Chapter 4

Conclusion

4.0 Conclusion

The present study aimed at describing the errors in English made by Telugu learners and showing how these learners deviate from the normal norms of sentence structure. Based on the findings of the present research the following observations are made. The findings obtained suggest that there is sometimes L₁ influence on L₂ and the misapplication of L₂ rules etc. Moreover, the interactions with the students revealed that they use their L₁ background knowledge to construct the sentences in English. The observations made are useful for the Telugu learners of English.

4.1 Findings in the Use of Tense and Agreement

The learners deviated in the use of the verb form and they faced difficulty in adding the inflections like „s, es or ies“ which show agreement with the subject. Another problem that is found in the scripts of the learners is the use of incorrect tense. Most of the students cannot use the correct tense. They used the present progressive tense instead of present tense. They wrongly applied the be forms thinking that am stands for present tense and was stands for past tense. This is because of the wrong application of the TL rules. Because of this in most of the scripts learners has used the auxiliaries unnecessarily.

4.2 Findings in the Use of WH-questions

As it was hypothesized most of the errors are in the auxiliary inversion and agreement. Most of the scripts show that the learners were able to move the WH- word but

they faced difficulty to invert the auxiliary with the subject. Sometimes though the auxiliary is inverted the agreement factor is missing. In Telugu a question is formed just by adding the interrogative particle which is affixed to the verb. But in English it is a separate element completely. As Selinker says this can also be because of the transfer from the training as many of the language teachers in rural areas ask questions without the auxiliary inversion like

- 1) *Where you went? and
- 2) *What she is doing?

This parametric difference between these two languages caused the most of the errors.

Appendix A

1) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans:He drinks milk every day.

2) అతను రేప్బి ంగుళూరువెళ్ళ .డు

Ans: He wil went to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She went to temple every day.

4) వాళ్ళు ఎలలప్ుడుకికెట్ఆడతరు.

Ans: They play cricket every day

5) మేముఇలు కొనరాము.

Ans: We purchase a house.

6) ఆమెప్ుస్తకాలుకొనాది.

Ans:She purchase books.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going college every day.

8) మేముసినిమాచూశాము.

Ans: We are seen a movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He was reading novels daily

10) నేనుఆమెకిపెనుాఇద్రాను.

Ans: I given a pen.

2) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans: He drink milk every day

2) అతను రేప్బ ంగుళారువెళ్ళ .డు

Ans: He going Banglore tomorrow.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans:She go daily temple.

4) వాళ్ళు ఎలలప్డుకికెట్ఆడతరు.

Ans: They are playing cricket every day.

5) మేముఇలు కొనరాము.

Ans:

6) ఆమెప్స్థకాలుకొనాది.

Ans:

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going to college every day.

8) మేముసినిమాచూశాము.

Ans: We see movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He write a novel.

10) నేనుఆమెకిపెనుాఇద్రాను.

Ans: I given pen to her.

3) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్తడు.

Ans:He was drinking milk every day.

2) అతను రేప్బ ంగుళూరువెళ్ళ .డు

Ans:He was tomorrow going to Banglore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She is going temple every day.

4) వాళ్ళు ఎలలప్డుకికెట్ఆడతరు.

Ans: They was playing temple.

5) మేముఇలు కొనరాము.

Ans: We brought house.

6) ఆమెప్స్థకాలుకొనాది.

Ans: She brought house.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going to college every day.

8) మేముసినిమాచూశాము.

Ans: I saw a cinema.

9) అతను రో న లలు చదు ంత్రడు.

Ans:

10) నేనుఆమెకిపెనుళాద్రాను.

Ans:

4) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink milks every day.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: He went to the Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళు .ంది.

Ans: She go to temple every day.

4) వాళ్ళు ఎలలప్పుడు క్రికెట్ ఆడతారు.

Ans: They always playing cricket.

5) మేము ఇలు కొనాము.

Ans: We bought a house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She bought books.

7) నేను ప్రతిరోకాలోకి వెళ్ళు .ను

Ans: I went to the college every day.

8) మేము సినిమా చూశాము.

Ans: We saw a cinema.

9) అతను రో న లలు చదువుతాడు.

Ans: He read novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I give pen to she.

5) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరు వెళ్తున్నాడు.

Ans: Tomorrow he going to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: Daily she going to temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: Daily plays cricket.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పండ్లకాకులాడింది.

Ans:

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తున్నాను.

Ans: I am going to college every day.

8) మేము సినిమా చూశాము.

Ans: I saw cinema.

9) అతను రోజు న లలు చదువుతున్నాడు.

Ans:

10) నేను ఆమెకి పెన్ ఇవ్వాలనుకుంటున్నాను.

Ans: I will give to pen.

6) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బెంగళూరు వెళ్తున్నాడు.

Ans: He is going Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She is went to temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They are played cricket always.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పుస్తకాలు కొనబడింది.

Ans: She buyed books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తున్నాను.

Ans: I can go to college every day.

8) మేము సినిమా చూశాము.

Ans: We are seed a movie.

9) అతను రోజు నవల చదువుతున్నాడు.

Ans: He is reading novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I given her a pen.

7) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink milk every day.

2) అతను రేపటి బంగళూరు వెళ్ళాడు.

Ans: He gone to Bangalore.

3) ఆమె రోజు గుడికి వెళ్ళింది.

Ans: She go to temple every day

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: I am daily playing cricket.

5) మేము ఇంకా కొనరాము.

Ans: I will take a new house

6) ఆమె పుస్తకాలు కొనాది.

Ans:

7) నేను ప్రతిరోజు కాలేజీకి వెళ్ళాను.

Ans: I every day go to college.

8) మేము సినిమా చూశాము.

Ans: I saw the movie.

9) అతను రోజు న లలు చదువుతున్నాడు.

Ans:

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave the pen.

8) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He is drink daily milk.

2) అతను రేపటి బంగళూరు వెళ్ళాడు.

Ans: He was go to the Bangalore.

3) ఆమె రోజు గుడికివెళ్ళింది.

Ans: Some daily always game cricket.

4) వాళ్ళు ఎలలపిండుకికెట్ ఆడతారు.

Ans:

5) మేము ఇలు కొనరాము.

Ans:

6) ఆమె పుస్తకాలు కొనాది.

Ans: She was take a books.

7) నేను ప్రతిరోజు బంగళూరు వెళ్ళాను.

Ans: I am go to Bangalore.

8) మేము సినిమా చూశాము.

Ans: We are seeing that cinema.

9) అతను రోజు నాలుగు చదువుతాడు.

Ans: He was daily read novels.

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans: I am take the pen given.

9) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans: He is drinking milk every day.

2) అతను రేప్బ ంగుళారువెళ్ళ .డు

Ans:He tomorrow going to Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans:

4) వాళ్ళు ఎలలప్ుడుకికెబ్ఆడత్రరు.

Ans:

5) మేముఇలు కొనరాము.

Ans:

6) ఆమెప్ుస్తకాలుకొనాది.

Ans: She buy a books.

7) నేనుప్రతిరోకాలో కివెళ్ళ. ను

Ans: I am going to college every day.

8) మేముసినిమాచూశాము.

Ans:We are see the cinema.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He is read novels every day.

10) నేనుఆమెకిపెనుఱాడ్రాను.

Ans:

10) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రగ గుత్రడు.

Ans: He drink milk daily.

2) అతను రేప్బ ంగుళూరువెళ్ళ .డు

Ans: He will went tomorrow the Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans:She was going the temple every day.

4) వాళ్ళు ఎలలప్డుకికెట్ఆడతరు.

Ans:They are playing the cricket.

5) మేముఇలు కొనరాము.

Ans: We are bought the house.

6) ఆమెప్స్థకాలుకొనాది.

Ans: She is bought the house.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going to college every day.

8) మేముసినిమాచూశాము.

Ans: We are seen.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reads the novels every day.

10) నేనుఆమెకిపెనుఱాద్రాను.

Ans: I am gives the pen.

11) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతనుప్రతిరోపాలుతర గుత్తడు.

Ans: He drinks every day milk.

2) అతను రేపటి బంగళూరువెళ్ళాడు.

Ans: He went yesterday to Bangalore.

3) ఆమెరోగి గుడికివెళ్ళింది.

Ans: She goes every day to the temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They always plays cricket.

5) మేము ఇటు కొనరాము.

Ans: We have taken the house.

6) ఆమె పుస్తకాలుకొనాది.

Ans: We have brought the books.

7) నేనుప్రతిరోకాలోకివెళ్ళాను.

Ans: I go every day college.

8) మేము సినిమాచూశాము.

Ans: We saw the movie.

9) అతను రోగి నలు చదువుతాడు.

Ans: He reads daily novels.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave pen to her.

12) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans:

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He tomorrow going to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She every day going to temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: Always they will play the cricket.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పుస్తకాలు కొనాది.

Ans:

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I am going to college every day.

8) మేము సినిమా చూశాము.

Ans:

9) అతను రోజు నాలుగు చదువుతున్నాడు.

Ans: He every day reading to novels.

10) నేను ఆమెకి పেন్ ఇచ్చాను.

Ans: I gave the pen to her.

13) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He is every day milk drink.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He is tomorrow go to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She is daily go to temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: Her always play in cricket.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పుస్తకాలు కొనాది.

Ans: She is purchase the books.

7) నేను ప్రతిరోజు కి వెళ్తాను.

Ans: I am daily go to temple.

8) మేము సినిమా చూశాము.

Ans:

9) అతను రోజు నవల చదువుతున్నాడు.

Ans: He study novels are daily.

10) నేను ఆమెకి పాన్ ఇచ్చాను.

Ans: I am given her pen.

14) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink milk in daily.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: He going tomorrow in Bangalore.

3) ఆమెరో గుడికివెళ్ళు .ంది.

Ans: She going temple in daily.

4) వాళ్ళు ఎలలప్పుడు క్రికెట్ ఆడతారు.

Ans: This play cricket every time.

5) మేము ఇలు కొనరాము.

Ans: I brought a house.

6) ఆమె పుస్తకాలుకొనాది.

Ans: She brought a house.

7) నేను ప్రతిరోకాలోకి వెళ్ళు .ను

Ans: I am going college daily.

8) మేము సినిమా చూశాము.

Ans:

9) అతను రో న లలు చదువు త్తడు.

Ans: He study in novels daily.

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans: I give a pen.

15) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బెంగళూరు వెళ్తాడు.

Ans: He go to Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She goes to temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They play the cricket every time.

5) మేము ఇంకా కొనరాము.

Ans: We had buy a house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She had buyed the books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I goes to college every day.

8) మేము సినిమా చూశాము.

Ans: We had seen the movie.

9) అతను రోజు నవల చదువుతున్నాడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I had given a pen to her.

16) SCRIPT

Date.....

Name

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink every day milk.

2) అతను రేపటి బెంగళూరు వెళ్తున్నాడు.

Ans: Tomorrow he is going to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She is going to temple.

4) వాళ్ళు ఎలల పండు కిక్కిరిస్తారు.

Ans:

5) మేము ఇంట్లో కొనాము.

Ans: We buyed house.

6) ఆమె పుస్తకాలు కొన్నది.

Ans: She buy books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తున్నాను.

Ans: I am going college regularly.

8) మేము సినిమా చూశాము.

Ans:

9) అతను రోజు నా లలు చదువుతున్నాడు.

Ans: He was daily novels reading

10) నేను ఆమెకి పాన్ ఇచ్చాను.

Ans: I she pen gives.

17) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He is drink every day milk.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He is tomorrow go to the Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She goes every day to temple.

4) వాళ్ళు ఎలల పండు కిట్టెట్టారు.

Ans:

5) మేము ఇలు కొనరాము.

Ans:

6) ఆమె పండ్లకాలు కొనాది.

Ans:

7) నేను ప్రతిరోజు కి వెళ్తాను.

Ans: I am going every day college.

8) మేము సినిమా చూశాము.

Ans:

9) అతను రోజు న లలు చదువుతున్నాడు.

Ans: He daily study the novel books.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gives her pen.

18) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He is daily milk.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He tomorrow go to the Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She is daily go to temple.

4) వాళ్ళు ఎలల పండు కిట్టెట్టారు.

Ans:

5) మేము ఇంకా కొనరాము.

Ans: We are house.

6) ఆమె పండ్లకాకులాది.

Ans:

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: Every day I will go to college.

8) మేము సినిమా చూశాము.

Ans: We are movies to looking.

9) అతను రోజు న లలు చదువుతున్నాడు.

Ans:

10) నేను ఆమె కి పెనుకొండ దాని.

Ans:

19) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He is drinking milk every day.

2) అతను రేపటి బెంగళూరు వెళ్తున్నాడు.

Ans: He is going to the Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She was going on the temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They playing cricket always.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పుస్తకాలు కొన్నది.

Ans: She was shopping the books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తున్నాను.

Ans: I am going to the college daily.

8) మేము సినిమా చూశాము.

Ans: I am seeing the movie.

9) అతను రోజు న లలు చదువు త్తడు.

Ans:

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I am gives the pen she.

20) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go Bangalore by tomorrow.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She goes to temple every day.

4) వాళ్ళు ఎలల ప్లయింగ్ క్రికెట్ ఆడతారు.

Ans: They play cricket daily.

5) మేము ఇంకొక నగరాన్ని కొన్నాము.

Ans: We buy a house.

6) ఆమె ఒక ఇంట్లో కొనుగోనాది.

Ans: She bought house.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I go to college every day.

8) మేము సినిమా చూశాము.

Ans: We saw a movie.

9) అతను రోజు నవలలు చదువుతున్నాడు.

Ans: He reads novels daily.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave a pen to her.

21) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళారువెళ్ళ .డు

Ans: He will went to temple every day.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She going to temple every day.

4) వాళ్ళు ఎలలపిడుకికెట్ఆడతరు.

Ans: They play cricket every time.

5) మేము ఇలు కొనరాము.

Ans: We purchased a home.

6) ఆమె పిస్తకాలుకొనాది.

Ans:

7) నేను ప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going college every day.

8) మేము సినిమాచూశాము.

Ans: We are seen a movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reads novels ever day.

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans: I given a pen to her.

22) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go to Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She will go to temple daily.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They play cricket every time.

5) మేము ఇంకా కొనరాము.

Ans: We buy house.

6) ఆమె పుస్తకాలు కొన్నది.

Ans: She buy books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I am every day go to college.

8) మేము సినిమా చూశాము.

Ans: We are saw cinema.

9) అతను రోజు నవలలు చదువుతున్నాడు.

Ans: He will read novels daily.

10) నేను ఆమెకి పেন్ ఇచ్చాను.

Ans: I am give pen for she.

23) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: We drink milk every day.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: Tomorrow he go to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She go to temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They playing cricket every time.

5) మేము ఇంకా కొనరాము.

Ans:

6) ఆమె పండ్లకాకులాది.

Ans:

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: Every day I went to college.

8) మేము సినిమా చూశాము.

Ans: We saw the cinema.

9) అతను రోజు నా లు చదువుతాడు.

Ans: He read novels every day.

10) నేను ఆమెకి పెనుకొండ దాని.

Ans:

24) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk daily.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go to Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She goes to temple every day.

4) వాళ్ళు ఎల్లప్పుడు క్రికెట్ ఆడతారు.

Ans: They play cricket daily.

5) మేము ఇంకొక నగరాన్ని కొన్నాము.

Ans: We bought house.

6) ఆమె ఒక ఇంట్లో కొనుగోనాది.

Ans: She bought house.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I go to college every day.

8) మేము సినిమా చూశాము.

Ans: We had watch the movie.

9) అతను రోజు నవలలు చదువుతున్నాడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave a pen to her.

25) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరువెళ్ళ .డు

Ans: He was left for Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She was going to temple.

4) వాళ్ళు ఎలలప్పుడుకీకెట్ఆడతరు.

Ans: They will play always cricket.

5) మేముఇలు కొనరాము.

Ans: We will buy the house.

6) ఆమెపిస్తకాలుకొనాది.

Ans:She bought house.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am going to college every day.

8) మేముసినిమాచూశాము.

Ans: We will watch the movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reads novels every day.

10) నేనుఆమెకిపెనుళాడ్రాను.

Ans: I gave a pen to her.

26) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks every day milk.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: Tomorrow he will go to Bangalore.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: Every she goes to college.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They always play the cricket.

5) మేము ఇంట్లో కొనాము.

Ans: We were buy the house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She was buy the books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: Every day I will go to college.

8) మేము సినిమా చూశాము.

Ans: We saw movie.

9) అతను రోజు నా లు చదువుతున్నాడు.

Ans: Every day he reads novels.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave to her pen.

27) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రగ గుత్రడు.

Ans: He daily drinks milk.

2) అతను రేపేబ ంగుళూరువెళ్ళ .డు

Ans: He will go to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She daily goes to temple.

4) వాళ్ళే ఎలలవ్ ండుకికెట్ఆడతరు.

Ans: They always plays cricket.

5) మేముఇలు కొనరాము.

Ans: We buyed a house.

6) ఆమెవ్ ంస్తకాలుకొనాది.

Ans: She buyed a house.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I daily goes to college.

8) మేముసినిమాచూశాము.

Ans: We saw movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He daily reads novels.

10) నేనుఆమెకిపెనుళాడ్రాను.

Ans: I gave pen to her.

28) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He will drink milk every day.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go to Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She goes to temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They play cricket every time.

5) మేము ఇంట్లో కొనాము.

Ans: We bought house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She had bought books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I will go to college every day.

8) మేము సినిమా చూశాము.

Ans: We had seen the film.

9) అతను రోజు నవల చదువుతున్నాడు.

Ans: She reads novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave a pen to her.

29) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తుంది.

Ans: She goes every day temple.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడుతారు.

Ans: They always playing cricket.

5) మేము ఇంట్లో కొనాము.

Ans: We buyed house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She buyed books.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I am going to college every day.

8) మేము సినిమా చూశాము.

Ans: We saw the cinema.

9) అతను రోజు నవల చదువుతున్నాడు.

Ans: He daily reads the novels.

10) నేను ఆమెకి పেন్ ఇచ్చాను.

Ans: I given pen to her.

30) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans: He drinks milk every day.

2) అతను రేప్బ ంగుళారువెళ్ళ .డు

Ans: He is going to Bangalore tomorrow

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She going to temple every day.

4) వాళ్ళు ఎలలప్ుడుకికెబ్ఆడత్రరు.

Ans: They always playing cricket.

5) మేముఇలు కొనరాము.

Ans: We buy a house.

6) ఆమెప్ుస్తకాలుకొనాది.

Ans: She bought books.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I goes to college every day.

8) మేముసినిమాచూశాము.

Ans: We saw cinema.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reading novels every day.

10) నేనుఆమెకిపెనుఱాద్రాను.

Ans: I gave the pen to her.

31) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink the milk daily.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: Tomorrow he go to the Bangalore.

3) ఆమెరో గుడికివెళ్ళు ంది.

Ans: She daily go to the temple.

4) వాళ్ళు ఎలలపడుకికెట్ఆడతరు.

Ans: They play the cricket every time.

5) మేముఇలు కొనరాము.

Ans: We bought the house.

6) ఆమెపస్తకాలుకొనాది.

Ans: She bought the books.

7) నేనుప్రతిరోకాలోకివెళ్ళు .ను

Ans:I am daily go to college.

8) మేముసినిమాచూశాము.

Ans: We saw the movie.

9) అతను రో న లలు చదుుత్రడు.

Ans: He daily read the novels.

10) నేనుఆమెకిపెనుళాడ్రాను.

Ans:I gave the pen to her.

32) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: He will go to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళు .ంది.

Ans: She goes to the temple every day.

4) వాళ్ళు ఎలలపిడుకికెట్ఆడతరు.

Ans: They will play the cricket next day.

5) మేము ఇలు కొనరాము.

Ans: We bought a house.

6) ఆమె పుస్తకాలుకొనాది.

Ans: She bought notebooks.

7) నేను ప్రతిరోకాలోకివెళ్ళు .ను

Ans: I goes to the college every day.

8) మేము సినిమాచూశాము.

Ans: We saw a movie.

9) అతను రో న లలు చదుు త్రడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans: I gave a pen to her.

33) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drink daily milk.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: He going to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళు .ంది.

Ans: She daily going temple.

4) వాళ్ళు ఎలలపడుకికెట్టడతరు.

Ans: They can play.

5) మేము ఇలు కొనరాము.

Ans: We are bought house.

6) ఆమెపస్తకాలుకొనాది.

Ans: She brought house.

7) నేను ప్రతిరోకాలోకివెళ్ళు .ను

Ans: I am going to college daily.

8) మేము సినిమాచూశాము.

Ans: We are seeing cinema.

9) అతను రో న లలు చదువుతడు.

Ans: He daily reads novels.

10) నేను ఆమెకి పెను ఇచ్చాను.

Ans: I can give to you pen.

34) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He is going to Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She goes to temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They play cricket everytime.

5) మేము ఇంకొక నగరాన్ని.

Ans: We bought a house.

6) ఆమె ఒక ఇంట్లో కొనుగోనాది.

Ans: She bought house.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I will go to college every day.

8) మేము సినిమా చూశాము.

Ans: We saw movie.

9) అతను రోజు నవలలు చదువుతున్నాడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పాన్ ఇచ్చాను.

Ans: I gave a pen to her.

35) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day

2) అతను రేపటి బంగళూరు వెళ్తాడు.

Ans: He will go Bangalore tomorrow.

3) ఆమె రోజు గుడికి వెళ్తాంది.

Ans: She goes temple every day.

4) వాళ్ళు ఎల్లప్పుడూ క్రికెట్ ఆడతారు.

Ans: They play cricket always.

5) మేము ఇంకొక నగరాన్ని కొన్నాము.

Ans: We bought a house.

6) ఆమె ఒక ఇంట్లో కొనుగోనాది.

Ans: She bought house.

7) నేను ప్రతిరోజు కాలేజీకి వెళ్తాను.

Ans: I go to college daily.

8) మేము సినిమా చూశాము.

Ans: We saw a film.

9) అతను రోజు నవలలు చదువుతున్నాడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I gave her a pen.

36) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: Daily he will drinks the milk.

2) అతను రేపేంబ ంగుళూరువెళ్ళ. డు

Ans: Tomorrow he will go to Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: Daily she goes to temple.

4) వాళ్ళేం ఎలలప్ండుకికెట్ఆడతరు.

Ans: Always they play the cricket.

5) మేము ఇలు కొనరాము.

Ans: We buyed a new house.

6) ఆమెప్ంస్తకాలుకొనాది.

Ans: She purchased the books.

7) నేను ప్రతిరోకాలోకివెళ్ళ .ను

Ans: I will go college daily.

8) మేము సినిమాచూశాము.

Ans: We saw the film.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reads daily novels.

10) నేను ఆమెకి పెను ాణద్రాను.

Ans: I gave the pen to her.

37) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు తర గుత్తడు.

Ans: He drinks milk every day.

2) అతను రేపటి బంగళూరువెళ్ళు .డు

Ans: He will go to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళు ంది.

Ans: She is going to temple daily.

4) వాళ్ళు ఎలలప్పుడు క్రికెట్ ఆడతారు.

Ans: They always playing cricket.

5) మేము ఇలు కొనాము.

Ans: We bought a house.

6) ఆమె పుస్తకాలు కొనాది.

Ans: She bought a book.

7) నేను ప్రతిరోకాలోకి వెళ్ళు .ను

Ans: I am going to college daily.

8) మేము సినిమా చూశాము.

Ans: We went to movie.

9) అతను రో న లలు చదువు త్తడు.

Ans: He reads novels every day.

10) నేను ఆమెకి పెన్ ఇచ్చాను.

Ans: I give a pen to her.

38) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans: He drinks milk every day.

2) అతను రేప్బ ంగుళూరువెళ్ళ .డు

Ans: He will go to Bangalore tomorrow.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She goes to temple every day.

4) వాళ్ు ఎలలప్ుడుకికెబ్ఆడత్రరు.

Ans: They plays cricket always.

5) మేముఇలు కొనరాము.

Ans: We buyed a house.

6) ఆమెప్ుస్తకాలుకొనాది.

Ans: She bought books.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I go to college every day.

8) మేముసినిమాచూశాము.

Ans: We saw a cinema.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He reads novels every day

10) నేనుఆమెకిపెనుఱాద్రాను.

Ans: I gave a pen to her.

39) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రగ గుత్రడు.

Ans: He drinks every day milk.

2) అతను రేప్బ ంగుళారువెళ్ళ .డు

Ans: He will went tomorrow Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She will went temple every day.

4) వాళ్ళు ఎలలప్డుకికెట్ఆడతరు.

Ans: They are play cricket every day.

5) మేముఇలు కొనరాము.

Ans: We bought home.

6) ఆమెప్స్తకాలుకొనాది.

Ans: She bought books.

7) నేనుప్రతిరోకాలోకివెళ్ళ .ను

Ans: I am went to college every day.

8) మేముసినిమాచూశాము.

Ans: We saw movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He read every day novels.

10) నేనుఆమెకిపెనుళాద్రాను.

Ans: I gave a pen to her.

40) SCRIPT

Date.....

Name:

College.....

Gender Male Female Date of Birth.....

Translate the following sentences into English.

1) అతను ప్రతిరోపాలు త్రర గుత్రడు.

Ans: He drinks milk daily.

2) అతను రేప్బ ంగుళూరువెళ్ళ .డు

Ans: Tomorrow he go to Bangalore.

3) ఆమెరో గుడికివెళ్ళ ంది.

Ans: She go to the temple every day.

4) వాళ్ళు ఎలలప్ుడుకికెట్ఆడతరు.

Ans: They always play cricket.

5) మేముఇలు కొనరాము.

Ans: We buy a house.

6) ఆమెప్ుస్తకాలుకొనాది.

Ans: She bought house.

7) నేనుప్రతిరోకాలో వెళ్ళ .ను

Ans: I go to college daily.

8) మేముసినిమాచూశాము.

Ans: We are watching movie.

9) అతను రో న లలు చదు ంత్రడు.

Ans: He daily reads the novels.

10) నేనుఆమెకిపెనుళాడ్రాను.

Ans: I gave a pen to her.

Appendix B

Script 1

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What do you she will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which she will reads novels

4) You like (Who)

Ans: Who you like

5) He went (Where)

Ans: Where are you went

6) She will come (When)

Ans: When she will come

7) They will sell their house
(Why) Ans:

8) The song is nice (How)
Ans:

Script 2

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which novels she reads

4) You like (Who)

Ans: Whom do you like

5) He went (Where)

Ans: Where he went

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why)

Ans: why they will sell their house

8) The song is nice (How)

Ans: How the song is nice

Script 3

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What she eats?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which novels she read?

4) You like (Who)

Ans: Who do you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How) Ans:

How the song is nice?

Script 4

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which novels is she reads?

4) You like (Who) Ans:

Who like you?

5) He went (Where)

Ans: Where he went from?

6) She will come (When)

Ans: When she will come here?

7) They will sell their house (Why) Ans:

They will why sell their house?

8) The song is nice (How)

Ans: The song is how nice?

Script 5

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans:What she will eat?

2) He bought (What)

Ans:What did he bought?

3) She reads novels (Which)

Ans:Which can she reads novels?

4) You like (Who)

Ans:Who do you like?

5) He went (Where)

Ans:Where will he went?

6) She will come (When)

Ans:When will she come?

7) They will sell their house (Why)

Ans:Why will they sell their house

8) The song is nice (How)

Ans:How is song the nice

Script 6

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans:What she will eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novels she reads?

4) You like (Who)

Ans: Who did you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why)

Ans: Why they sell their house?

8) The song is nice (How) Ans:

How the song is nice?

Script 7

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: She which reads novels

4) You like (Who)

Ans: Who like you

5) He went (Where)

Ans: Where went he

6) She will come (When)

Ans: She will when come

7) They will sell their house (Why)

Ans: They will sell their why house

8) The song is nice (How)

Ans: How song is nice

Script 8

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which she reads novels

4) You like (Who) Ans:

Who you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why)

Ans: Why they will sell their house

8) The song is nice (How) Ans:

How the song is nice?

Script 9

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which novels she reads?

4) You like (Who)

Ans: Who did like you?

5) He went (Where)

Ans: Where do you went?

6) She will come (When) Ans:

When we will come?

7) They will sell their house (Why)

Ans: Why will sell their house?

8) The song is nice (How)

Ans: How song is nice?

Script 10

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What you she will eat?

2) He bought (What)

Ans: What he bought you?

3) She reads novels (Which)

Ans: Which she reads novels you?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where do you he went?

6) She will come (When)

Ans: When she will you come?

7) They will sell their house (Why)

Ans: Why are you they will sell their house?

8) The song is nice (How)

Ans: How do you the song is nice?

Script 11

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he did bought?

3) She reads novels (Which)

Ans: Which novels does she reads?

4) You like (Who)

Ans: Who did you like?

5) He went (Where)

Ans:Where he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How) Ans:

How the song is nice?

Script 12

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What bought he?

3) She reads novels (Which)

Ans: Which novels do she reads?

4) You like (Who) Ans:

Who like you?

5) He went (Where) Ans:

Where he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why)

Ans: Why they do will sell their house?

8) The song is nice (How) Ans:

How is the song nice?

Script 13

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which novels she read

4) You like (Who)

Ans: Who did you like

5) He went (Where)

Ans: Where he went

6) She will come (When)

Ans: When she will be come

7) They will sell their house (Why)

Ans: Why they will sell their house

8) The song is nice (How)

Ans: How the song is nice

Script 14

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: She reads which novels?

4) You like (Who) Ans:

Who like you?

5) He went (Where) Ans:

Where he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

They will why sell their house?

8) The song is nice (How)

Ans: How song is nice?

Script 15

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novels does she reads?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How) Ans:

How nice the song is?

Script 16

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which she reads novels

4) You like (Who)

Ans: Who like you

5) He went (Where)

Ans: Where he went

6) She will come

(When) Ans:

7) They will sell their house
(Why) Ans:

8) The song is nice (How)
Ans:

Script 17

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What do you want she will eat?

2) He bought (What)

Ans: What he will bought?

3) She reads novels (Which)

Ans: Which she can reads novels?

4) You like (Who)

Ans: Who are you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When)

Ans: When she will come her?

7) They will sell their house (Why) Ans:
Why they will sell their house?

8) The song is nice (How)

Ans: How can the song is nice?

Script 18

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What she will she eat?

2) He bought (What)

Ans: What he has bought?

3) She reads novels (Which)

Ans: Which novels are she read?

4) You like (Who)

Ans: Who did you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:
Why they are sell their house?

8) The song is nice (How)

Ans: How nice a song?

Script 19

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What does she eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which was she reads?

4) You like (Who)

Ans: Whom do you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When does she came?

7) They will sell their house (Why)

Ans: Why they sell their house?

8) The song is nice (How)

Ans: How was the song?

Script 20

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What she will be eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans:Which novels she reads?

4) You like (Who)

Ans: Who are likes you?

5) He went (Where)

Ans: Where was he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How)

Ans: How the song?

Script 21

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What will be eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which reads are novels

4) You like (Who)

Ans: Who are likes you

5) He went (Where)

Ans: Where he was went

6) She will come (When)

Ans: When she are come

7) They will sell their house (Why) Ans:
Why you would sell their house

8) The song is nice (How)

Ans: How the nice song

Script 22

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What she eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which novels she read?

4) You like (Who)

Ans: Whom you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When)

Ans: When she come?

7) They will sell their house (Why)

Ans: Why they sell their house?

8) The song is nice (How)

Ans: How the song is?

Script 23

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What will she eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novels does she reads?

4) You like (Who)

Ans:Who do you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why) Ans:

Why will they sell their house?

8) The song is nice (How) Ans:

How nice is the song?

Script 24

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What will she eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which) Ans:

which novels she reads?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why) Ans:

Why will they sell their house?

8) The song is nice (How)

Ans:How nice the son is?

Script 25

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What is she will bought

3) She reads novels (Which)

Ans: Which novels she reads

4) You like (Who)

Ans: Who do you like

5) He went (Where) Ans:

Where he is went

6) She will come (When)

Ans: When she will be come

7) They will sell their house (Why)

Ans: Why they will sell their house

8) The song is nice (How)

Ans: How the song is nice

Script 26

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What will she eat

2) He bought (What)

Ans: What did he bought

3) She reads novels (Which)

Ans: Which novels she reads

4) You like (Who)

Ans: Who do you like

5) He went (Where) Ans:

Where is he went

6) She will come (When)

Ans: When will she come

7) They will sell their house (Why)

Ans: Why they are sell their house

8) The song is nice (How)

Ans: How the song is nice

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What did she will eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novels did she reads?

4) You like (Who)

Ans: Who were you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When)

Ans: When did she will come?

7) They will sell their house (Why)

Ans: Why would they sell their house?

8) The song is nice (How) Ans:

How the song is nice?

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What did she will eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novels she reads?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where there he went?

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why) Ans:
Why they are sell their house?

8) The song is nice (How) Ans:
How the song is nice?

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What) Ans:

What will bought?

3) She reads novels (Which) Ans:

Which books reads she?

4) You like (Who)

Ans: Who will they like?

5) He went (Where)

Ans: Where are he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How) Ans:

How is the nice song?

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What you will eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans:Which novels do you reads?

4) You like (Who)

Ans:Who like you?

5) He went (Where)

Ans: Where you went?

6) She will come (When)

Ans: When she would come?

7) They will sell their house (Why)

Ans: Why they sell their house?

8) The song is nice (How)

Ans: How the song is?

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans: What she would eat?

2) He bought (What)

Ans: What did he eat?

3) She reads novels (Which)

Ans: Which novels she reads?

4) You like (Who)

Ans: Who do you like?

5) He went (Where) Ans:

Where he went?

6) She will come (When)

Ans: When did she will come?

7) They will sell their house (Why)

Ans: Why are they will sell their house?

8) The song is nice (How)

Ans: How a song is nice?

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat

2) He bought (What)

Ans: What do he bought

3) She reads novels (Which)

Ans: Which novels she reads

4) You like (Who)

Ans:Who do you like

5) He went (Where)

Ans: Where do he went

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why)

Ans: Why they sell their house

8) The song is nice (How)

Ans: How the song is nice

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans: Which she reads the novels

4) You like (Who)

Ans: Who did you like

5) He went (Where) Ans:

Where is he went

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why)

Ans: Why did you sell their house

8) The song is nice (How)

Ans: How the song is nice

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What will she eat?

2) He bought (What)

Ans: What does he bought?

3) She reads novels (Which)

Ans: Which novel she reads?

4) You like (Who) Ans:

Who likes you?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why) Ans:

Why will they sell their house?

8) The song is nice (How) Ans:

How is the song nice?

Script 35

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what)

Ans:What she will eat?

2) He bought (What)

Ans:What he bought?

3) She reads novels (Which)

Ans:Which novels she reads?

4) You like (Who)

Ans:Who you like?

5) He went (Where)

Ans:Where he went?

6) She will come (When)

Ans:When she will come

7) They will sell their house (Why)

Ans:Why they sell their house?

8) The song is nice (How)

Ans:How was the song?

Script 36

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What will she eat?

2) He bought (What)

Ans: What does he bought?

3) She reads novels (Which)

Ans: Which does she reads novels

4) You like (Who)

Ans:Who do you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why) Ans:

Why will they sell their house?

8) The song is nice (How)

Ans: How is the song?

Script 37

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What did she eat?

2) He bought (What)

Ans: What did he bought?

3) She reads novels (Which)

Ans: Which novel does she read?

4) You like (Who)

Ans: Whom did you like?

5) He went (Where)

Ans: Where did he went?

6) She will come (When)

Ans: When did she will come?

7) They will sell their house (Why)

Ans:Why would they sell their house?

8) The song is nice (How)

Ans: How is the song?

Script 38

Date.....

Name.....College.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

She what will eat

2) He bought (What)

Ans: What he bought

3) She reads novels (Which)

Ans:She which reads novels

4) You like (Who) Ans:

Who like you?

5) He went (Where) Ans:

Where he went?

6) She will come (When)

Ans: When she will come

7) They will sell their house (Why)

Ans: They why sell their house

8) The song is nice (How)

Ans: How song is the nice

Script 39

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What he bought?

3) She reads novels (Which)

Ans: Which she reads novels?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where does went?

6) She will come (When) Ans:

When will she come?

7) They will sell their house (Why)

Ans: Why they will sell their house?

8) The song is nice (How) Ans:

How the song is nice?

Script 40

Date.....

Name.....College.....
.....

Gender Male Female Date of Birth.....

- Convert the following sentences into questions by using the question words given in brackets.

Example: 1) You want (What)

ANS: What do you want?

1) She will eat(what) Ans:

What she will eat?

2) He bought (What)

Ans: What does he bought?

3) She reads novels (Which)

Ans: Which novels she reads?

4) You like (Who)

Ans: Who do you like?

5) He went (Where)

Ans: Where does he went?

6) She will come (When) Ans:

When she will come?

7) They will sell their house (Why) Ans:

Why they will sell their house?

8) The song is nice (How) Ans:

How nice the song is?

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