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English Grammar Versified



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PART ONE

ENGLISH GRAMMAR VERSIFIED

Introduction

Language which is a part of human activity has many purposes, but its main business is communication. To achieve communication in English, students have to overcome most of problematic spots they encounter throughout the process of learning. Consequently English teachers everywhere are uneasy about controversies over the best methods of teaching English. They hope that they can develop reasonable mastery in their students. In writing these poems, I have tried to meet the needs of Iraqi students (Henceforth IS) who require help with the language problems they face in learning English as a foreign language.

Out of my experience as an English language teacher, it is found that IS, who have been taught English for eight years during the pre college period on the average of five hours a week, often find grammar respecting word classes which the poems deal with very confused, hard to get right and it expresses IS's errors without seeming to be of much practical help.

A point to notice is that both teachers and students have to know that grammar is not something to be studied alone but must go hand –in hand with speaking and reading; on this account it must be treated as a part of these.

Almost always every year English teachers who receive students at a higher class complain that their students' groundwork is weak as they find out that their English language has been very little improved.

The aim of the poems

The aim of these poems is to develop a basic knowledge of how English is to be taught in discussing the use and form of word classes through poems. Their main purpose is to help students learn by heart: the use and forms of the word classes .The poems are not limited nationally; their contents are in general expected to be applicable wherever English is taught as a foreign language.

In short, the poems aim to provide an aid to the students learning English. I am concerned with developing

an unconventional technique whereby English can be profitably practiced; I am not here concerned with the subject matter of word classes as such. The poems will stress only on the common aspects of word classes.

The poems are expected to help students learn the use and form of word classes and this sort of information will remain for a long time in the students' memory .The recitative poems I have written will awaken to some extent students' interest in learning English .However, the purpose of these poems is not to give a thorough discussing of all the problems connected with the English language .The versification of word classes is intended to teach the English Grammar didactically.

Why Poetry?

This work is based on the assumption that the handing- down of grammatical rules is made easier if they are told in the regular beat of a verse scheme. The poems themselves are here to give the words a special measured motion as they are spoken. The rhythmic movement is sufficiently controlled to show some regularity. In some

ways the poetic lines are like careful conversation; each word is chosen to give the fullest possible effect: yet the rhythm of the lines ensures that heaviness is avoided to some extent. However, poetry is essentially spoken language and so the verse lines are more memorable than prose. One advantage of these poems is that the lines are easily remembered.

Explanation of the poems

The explanation that accompanies each poem is simple in language.

The writer has chosen the interpretation which seems to fit the context most satisfactorily and has avoided numerous alternative explanations. The reader will have to come to terms with many words and phrases which are totally familiar and commonly used in English.

The general meaning of a poem is more important than the literal meanings of the individual words. Thus, to read a poem effectively is to read it wholly and appreciate its unity.

The notes explain in brief the general idea of each poem and most of the syntactical constructions and the patterns imagery are quite obvious at first sight. The teacher can do much to help students understand the grammatical theme of each poem.

1. Poem I

Through its lines, poem I states that a normal sentence consists of a subject and a verb ,i.e. every sentence, no matter how simple or complicated it may be, contains at least one subject and one verb to express one main idea. The first letter of each new sentence must be capitalized.

The Sentence

Come closer then you see,
A group of words on the sea,
Have a look at the first,
Shout aloud to the rest,

Asking him who may be,
Telling us subject he,

With him goes a nice friend,
Being verb a good trend,

They can now make a sense,
Having thought through their tense.

For a sentence there must be,
Subject with verb as a key,

With no subject meaningless,
Neither with verb purposeless,

One idea it should give,
Otherwise may not live,

Starting always with capital,
Never being a radical,

If you end please stop,
Forget not full stop,

2. Poem II

Poem II demonstrates that a sentence can be one of the three Types mentioned in the poem.

2. Types of sentences

Come and see, come and see,
Three types a sentence be,

Simple sentence one idea,
Tom got married to Nadia,

Two simples be compound,
Jack searched but not found,

Complex sentence confused,
With relative it is used,

A clause which is underlined,
Quite clear as you find,

3. Poem III

This poem states that passive voice is more preferable in scientific writing. It also shows how active voice can be changed into passive. The last two lines explain that the subject of the active is put at the end in the passive sentence and it is often omitted as it is expressed through the word "dead"

3. Active and Passive Form

Hi Ahmad come and see,
Two forms may a sentence be,

Active or passive voice,
Each one a free choice,

Active in all speech,
Passive for science teach,

Active form is formal,
Passive also be normal,

To get passive as we know,
After a verb should object go,

In the passive object needed,
Being, subject firstly seated,

Object comes to be first,
As a subject not to hurt,

Subject goes to the end,
Following "by" as a friend,

4. Poem IV

As we see, poem IV refers only to three tenses which are traditionally considered twelve. Sentences between two inverted comas are examples given to clarify each tense.

4. Tenses

Grammar books count more,
Aspect with them may be four,

We see them only two,
Past, Present, Future too,

Present for every day,
"Often they money pay,"

Past time yesterday,
"We bought them a new tray",

Future is tomorrow,
"There will be no sorrow",

Other uses imply time,
Deeply think of this rhyme,

Continuous it may also,
"They are leaving for Glasgow,"

They can also perfect be,
Joining "have" "try and see,

"They have eaten two apples",
"They had gone in couples",

5. Poem V.

The agreement between subject and verb in the present and past tense is explained in poem V.

5. Subject-Verb Concord

In present simple tense,
Our verb joins 's',
Subject 'He', 'She', or 'It',
Keeping 's' the verb with it,

Like man who eats meat,
Also takes white beet,

With plural 'you' and 'I',
Stem is used be no shy,

You play tennis every day,
Away they go on holiday,

With no's' in the past,
Write them quite fast,

Layla flew O to Rome,
Never came back home,

With all modals like 'May',
With no's' verbs stay,

He will go for a walk,
On his hand a wild hawk,

6. Poem VI.

The operator 'do' or other auxiliaries can be used to change affirmative sentences into negative or into questions.

6. Negative and Interrogative

Wait, wait let's look,
For a sentence in a book,

If no verb like `be',
Modal, or have, let's see,

With negative we need `do',
In question same is too,

Down are two examples,
Keeping them as samples,

"They do not write better",
"Do you read that letter"?

Have a look other two,
"Does is used but not `do'.

Layla doesn't eat meat,
`Does Jack with Selma eat?'

If there is auxiliary,
It will be beneficiary.

Insert `not' after `be',
That will be a perfect key.

Modal verb is the same,
"They will not tell your name."

In question also needed,
Before subject they are seated,

Have a look at this one,
`Can a man touch the sun,

7-Poem VII

This poem enumerates the auxiliaries which are used as helping verbs and presents some examples.

7-Auxiliaries

Auxiliary be verb marker,
Before verb not after,

‘Can’, ‘could’, ‘may’ and ‘might’,
They are used day and night,

‘Shall’: should’, ‘will’ and ‘would’,
Never cross every wood,

There are ‘must’ and ‘ought’ (to),
Modal verbs useful too,

With them join verb to be,
‘Do’ and ‘have’ as you see,

In negative are useful,
With question be helpful,

Like Mary will not know,
With her sister who can go?

They are followed by a stem,
Other forms refuse them,

8- Poem VIII

‘Shall’ and ‘will’ have meanings other than futurity
as mentioned in this poem.

8-Shall and Will

Not only for future,
Imply also a different feature,

Shall or will gets meaning,
‘O’strange it’s seeming,

‘Request’; and ‘obligation’,
‘Imagining situation’,

It may offer ‘suggestion’,
Or ‘promise’, ‘intention’.

There will be more using,
If you not refusing.

"Shall we go for a walk?"
I promise dance a rock,

9. Poem IX.

The position and use of preposition are discussed in
Poem IX.

9. Preposition

With no meaning if alone,
Meaningful with sentence gone,

Before noun all the time,
At the end if they rhyme,

For place and time used,
That is often confused,

Function words they are called,
With each page they are rolled,

If they go with a verb,
They will then be adverb,

As adverb used below,
Up he went that fellow,

10. Poem X.

Poem X talks about the three types of adverbs; manner; place; and time. The position of pre verb adverbs and adverbs of frequency is also mentioned.

10. Adverb

'O', please let me know,
Where does the adverb go?

Adverb can either be,
One of these types three,

For manner or place,
Time also other case,

Adverb is with a verb,
Like water to the herb,

A pre-verb it may be,
As "They often go to sea."

Adverb of frequency,
Follows 'Have' and 'Be',

Look and read this one,
'Tom is always a good son. ,

11. Poem XI

Poem XI states that adjective is a word that can be inflected with 'er' or 'est' .As a single word, it goes before the word it modifies, whereas as a phrase or a clause it follows the modified word. The words underlined in the poem are given as example.

11. Adjective

To precede attributive,
Coming alone predicative.

Inflected with `er',
And'est' as in 'far'.

Adjective makes clear,
By the noun should be near,

As a single comes before,
Like this ' a new door,

As a phrase or clause,
After nouns quite close,

Students 'with a great maze'
The underlined is a phrase,
Boys 'who drink beer,
Is a clause 0 my dear,

Inflection with 'ly',
Be friendly never die.

Not to err be noble,
Have this poem as model.

12. Poem XII

The first two lines of this poem show that the 'object is a receiver of an action, i.e. it is a word upon which the action is carried. A verb may govern one or two objects; indirect and direct .If the two objects change their position for any reason the indirect comes last and it is preceded by a preposition.

12 Object

Action receives, poor object,
Being oppressed by a subject.

Poor object may be one,
Like "He saw the sun",

Two may be successively,
"Made him slave oppressively,

They may change their position,
Here should come a preposition.

Have this one as below,
"Build a cottage to buffalo".

13. Poem XIII

Generally speaking, poem XIII refers to the general rule of plural (adding's'). This is not always the case. The poem also shows the treatment of learn words.

13. Plural

More than one, two or four,
Adding's' makes more,

Plural's' with a count,
Disappearing if non_count,

Certain vowels only change,
This may cover a small range,

Like 'feet' for a 'foot',
Dirt on desk never put,

Some stay as they were,
'Sheep' and 'fish' be aware,

Loan words from Latin,
Like roots in garden,

They refuse English rules.
Be careful not misuse,

Plural 'data' is for 'datum',
Same is so in 'stratum',

14. Poem XIV.

Students almost make mistakes in pronouncing the three allomorphs of -s plural. The phrase “As a wasp flying round “in this poem refers to buzzing sounds.

14. The —s Ending

Three sounds ending’s’,
Neither more nor less,

With ending voiceless,
Sound’s’ like flakes,
As in ‘these large books’,
‘Carry them with no hooks,

Coming after voiced sound,
As a wasp flying round,

‘We’ve left students’ bags,
‘In three or four labs,

Sibilant sounds are accepted,
Only ‘iz’ is accepted,

Be no thirsty at classes,
If you drink use glasses,

15. Poem XV.

What this poem shows is how the past tense morpheme -ed is pronounced .The three allomorphs of the morpheme -d in regular verbs are mentioned.

15. The -ed Ending

If a verb be regular,
'Ed' in past is popular,

After voiced it is 'd',
Voiceless makes it 't',

There is only this exception,
For the rule is corruption,

It is 'id' after 'd',
Same is also with the 't',

Despite their resistance,
Follow these for instance,

‘In mathematics they succeeded’,
Consequently well treated,

With no rules irregular,
Each case particular,

‘Go’ is changed into went’,
Like ‘send’ will be ‘sent’,

16. PoemXVI.

This poem displays that English, unlike some other language, does not use the definite article (the) in certain cases. However, much has been left for teachers to explain. To be more lively and evocative poems are to be composed in musical form.

16. The Definite Article ‘THE’

Using ‘the’ quite complex,
To foreigners also perplex,

Plural count or with mass,
Omit it leave it pass,

The ‘will have no place,
With a noun of general case,

‘Typewriters are useful,
‘Music hearing is joyful,

If a noun qualified,
By a phrase modified,

With a clause same is too,
‘THE’ is used quite true,

As 'The sugar in your tea,
Having taste try and see,

17. Poem XVII.

This poem discussed the comparative and superlative forms of one-syllable adjectives as they are inflected with 'er' plus 'than' and 'est'.

Adjectives of two or more syllables are preceded by 'more' in comparative and “the most” in superlative as the poem illustrates.

17. Comparison

Not all things are the same,
Being different is not shame,

One syllable adjective,
Adding 'er' more active,

After 'er' using 'than',
If you miss be no man,

This is used to compare,
Between two with much care,

Superlative also wanted,
With 'est.' should be noted,

Our houses is the largest,
Whereas yours is the finest,

Two syllables like careful,
With 'er' quite harmful,

Adding more then you see,
How fluent the speech be,

Superlative needs” the most”,
For the learner doesn't cost,

Certain words end in 'y',
As exception change to 'I',

Like 'funny' will be” funnier”,
For the tongue much easier,

Exercises and topics for discussion

1-Comment on the style in which poem (1) is written to simplify the structure of the English sentence to English learners.

2- Give examples using your own language to show the different types of English sentences.

3-Paraphrase poem (3) to show, the structure of both active and passive sentences.

4-Grammatically speaking, explain in a short essay the English tenses with examples of your own.

5-Explain and illustrate the process of changing an affirmative sentence into negative with reference to poem (6).

6-Auxiliaries are helping verbs .Explain.

7-What do auxiliaries refer to other than futurity? Poem (8).

8-Paraphrase poem (9) to explain the use and position of English prepositions.

9-Write a short paragraph to point out the main use of adverb in English. Poem (10).

10-Write a short paragraph showing the position and use of adjective in English poem (11).

11-An object is a receiver of an action. When does it occur in a sentence? Go back to poem (12).

12-Write a short paragraph on the subject matter of poem (13).

13- Write an essay to illustrate the-ed ending past of a regular verb.

14- Write a short paragraph about the definite article “the” with reference to poem (16).

15- Write a ten –line composition about comparison.

16-Select one of the poems 1-17 which one you think was written in a more natural and easy style.

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PART TWO

LINGUISTIC TOPICS VERSIFIED

Introduction

As the English language and its literature have come to be studied more and more on a world- wide basis, there has arisen acute need for more information on the language and the ways in which it is used. This research, which is based on my own experience as a teacher of English to undergraduate students, is designed to teach English and linguistic topics in a poetic style. What I hope will emerge from these pages, is a framework which presents a general short view on the English language and linguistic topics in a simple poetic style for those who are interested in learning English as a foreign language.

This part has been devoted to write a plain poetic language to identify in a striking way many topics of linguistics.

All the poems, like all those in English-Grammar versified, are written in a two-line verse of equal length one after the other, and the poems are made self-contained to express the subject matter the poem carries in its title. Sometimes the topic of the couplet may need more than one couplet to complete the idea concerned, so it goes on for more than one couplet.

The simple language of the poetic style used here makes these poems easy to understand and easy to memorize. Each two rhyming lines identify any one idea of the English language. Teachers teaching English as a foreign language and

English learners as well, can explain English and linguistics topics through memorizing, these poems, whenever, they are asked.

Poem I

This poem gives a short general view about language. It talks about the importance of language in human life. It also inquires about the place and the time when human did start using language. And what was the word or the phrase which was first uttered? It also suggests that it would be better if peoples all over the world would speak one unified language.

1. Language

Language means man's culture,
Past, present and future,

Language to man is God-given privilege,
Without which man could be quite savage,

Without language people are surely lost,
No education or culture they can post,

Language makes people know,
Where to come or to go,

Language can exchange all the news,
Without which human being is a fuse,

Without language human being is nonsense,
Only eating with rough life of no sense,

Creativity in Language,
Like coca with sandwich,

If all peoples of the world,
Had one language word for word,

Then they fly here and there,
And that be quite fair,
Who uttered and said the first word,
That remains unknown as a lost bird,

Which word was first articulated?
And on which reference that was calculated?

No one knows when language did appear,
In eastern or western hemisphere;

How and when we started talking,
And which language we were chatting,

Poem II.

This poem deals with the idea that Latin, as it was believed, could be a model for all languages and it may be a universal framework in which all languages fit. It also criticizes some grammatical rules like parsing, for example, which is commonly used by traditional grammar

2. Latin

Parsing language pushes learners, into a well,
Latin and Greek rules to the hell,

Say it so and not that is refused,
In language makes learners confused,

Latin was, troublesome to English,
But no harm, it did cause, to Spanish,

Latin should, as they think, be applied,
To English is much better with pride,

They thought Latin a framework,
To English and to others could well work,

What applies to Latin as we know,
May not apply to all others nor can go,

Traditionalists regard Latin a framework,
As a model for language it could work,

Schools of thought

There are three schools of thought in English: Traditional Grammar, Structural School, and Transformational Generative Grammar. In studying English, one can make use of any practical and plausible idea presented by any one of these three main schools.

The trends of thought adopted by the traditional grammar tend to concern itself almost exclusively with meaning as a basis for analyzing any grammatical element, that is to say, meaning, not form, is their only criterion of analysis.

Poem III

This poem mentions the characteristics of the traditional school. The poem also shows that traditionalists believe in Latin and in that all other languages should follow Latin.

3. Traditional Grammar

Three schools of thought English has,
Each of which makes English easily pass,

Jespersen, Bloomfield and Chomsky,
With all those, language was more lucky,

Poutsma, Kruisinga and Jespersen,
Thought Latin to English medicine,

Gleason said scholarly they're called,
Jespersen and Poutsma became bold,

Function grammar is so weak,
For no change it does seek,

Grammarians thought Latin superior,
All others to Latin inferior,

To say so and not so doesn't teach,
Doing so all learners hate us each,

What is to come be example?
They are mentioned as a sample,

Preposition at the end,
Unacceptable as a trend,

Split with infinitive's rejected,
In Traditional it must be deserted,

Slang words should not be observed,
As the poor neglected in the world,

All the three mentioned above,
Can be used with much love,

Poem IV

Form is the clue whenever structuralists define any part of speech and this poem identifies the main aspects of the structural school. It also mentions that the Swiss scholar Ferdinand de Saussure, who initiated the era of structural linguistics, is sometimes called the father of modern linguistics.

4. Structural Linguistics

Structuralists with their father de Saussure,
With each other linguists gave a useful share,

Saussure was linguists' father,
Sorry died, leaving us with no charter,

To Saussure language is a game of chess,
Think of it, you know it a real guess,

Items are well arranged,
As two lovers were engaged,

Each item to all others,
Like sisters love brothers,

Sentence words come together as brothers,
They're defined by relation to each others,

Any sentence with no syntax is hateful,
Makes sentence semantically shameful,

Related words in language is syntax,
If not so, send them away by that fax,

Language being described easy to learn,
Crazy by prescription learners turn,

Descriptive, linguists think, language be,
If not so, no language you will see,

Wonderfully items are well arranged,
Give meaning to language be engaged,

Language is a carefully built structure,
A game of chess is always a good texture,

Analyzing observable utterances,
Will show us quite clear sentences,

Structuralists always with de Saussure,
To Traditionalists that will be quite fair,

Poem V

The newest approach to the study of language is Transformational-Generative Grammar as stated in poem five. The poem mentions that Chomsky is the linguist who initiated the theory of T. G.G. It also expresses the main characteristics of generative grammar. Thus such a grammar is perfectly explicit, in that nothing is left to imagination. The term "generative" seems to be the word which singles this school out of others.

5-Transformational Generative grammar (T.G.G.)

A turning point in English is T. G.G.,
Language be prosperous with Chomsky,

A sentence with T.G.G.,
Quite clear as you see,

It can be grammatical,
As well as semantical,

If you want to make sure,
Start writing a related rule,

You can support what you claim,
A Tree diagram does the same,

Chomsky claims his grammar is a tool,
Generating any one sentence through the rule,

T. G. G. is perfectly explicit,
No sequences can be vague or implicit,

Every sentence with Chomsky is clear,
Nothing left, to think of it, unclear,

To all linguists we're thankful,
What they do be more helpful,

Poem VI

Because of the crucial importance of language in human life ,Aitcheson (1987)states that every year an increasing number of psychologists ,sociologists, anthropologists ,teachers, and many others realize that they need to study language more deeply .So in recent years one of the fastest-expanding branches of knowledge has been linguistics which is the systematic study of language. A short general view about linguistics is given in this poem.

6-Linguistics

About language, what is said?

It's linguistics keep in head,

To study language scientifically,

That is linguistics systematically,

Language should always be quite free,

Commonly used, "It's me" by the three, #

Linguists think language be what's said,

Language with imposing rules not be learned,

Three components has linguistics,

Phonology, syntax and semantics,

All above are like bread and butter,

Jointly studied by learners be much better,

Dogmatism unwanted till so far,

More liberal with language linguists are.

The word "three" means it is used by the three schools of thought.

Poem VII

This poem gives a general idea about "syntax". It makes it familiar to the reader; i.e. what it means and its importance in dealing with language etc.

7-Syntax

Syntax or word-order previously,
Well-formed sentence it is called recently,

Related words in a sentence is syntax,
If not so, Send them away by that fax,

Related words make a sentence,
Scattered ones show repentance,

Syntax refers to grammar,
Like a peasant to a farmer,

With no syntax, is nonsense, be careful,
Related words make sentence meaningful,

Syntactic words not always have meaning,
A newly-born old baby's reaping,

Poem VIII

Poem VIII Identifies semantics as a major branch of linguistics and It mentions its importance in linking together the sound patterns and the Meaning and it also states the importance of pragmatics.

8-Semantics

A major branch of linguistics,
What syntax means is semantics,

Within which words interrelate,
Defining each other to communicate,

Semantics reveals what speakers mean,
A nice guy our speaker not a mean,

No meaning of a word its function be,
For a whole text, meaning used as a key,

Every syntax underlies semantics,
Here came the role of pragmatics,

Working alone without syntax not attached,
Its meaning with syntax you can catch,

Poem IX

This poem shows some facts about morphology and gives a short general view about it. It also mentions the free morpheme as well as the bound one. The poem defines allomorph with examples, too.

9-Morphology

Morphology studies word formation,
This will show a new word relation,

A word or part of it with meaning,
Being divided no meaning remaining,

A smallest unit with meaning its word,
It's a morpheme that's my teacher said,

Branch of grammar as a term,
Forms of words be its fame,

Free morpheme is always meaningful,
Being bound never be so useful,

Different sounds with one meaning,
It's allomorph they're seeming,

S-plural and past-ending,
Allomorph they're clearly working,

To clarify this idea,
A clear point said Nadia,

With s-plural different sound,
And past-ending same is found,

Poem X

This poem gives a short, simple idea about phonology. It also mentions the suprasegmental such as stress and it briefly defines phonology and phonetics.

10-Phonology

Morphology, phonology with syntax,
If not mastered we should pay language tax,

Sound system refers to phonology,
Word formation in language's morphology

Speakers need not always fluent be,
Being known in abroad is the key,

Phonetics helps learners enunciate,
Being fluent is what we appreciate,

Fluency with ignorance abnormal,
About language one must know is normal,

Stress changes word meaning,
Quite clear when reading,

Desert can be deserted,
Like present is presented,

Intonation as we know,
Uttering sound high or low,

Assimilation be cheerful,
Dropping a sound is helpful,

Homophones, of the same sound,
With different meaning they are found,

A homophonic confused when it occurred,
Meat and meet is not easy to be measured,

Poem XI

This poem explains some similarities and differences between human language and animal communication in a plain language that gives learners of English a general knowledge about animal communication.

11-Animal communication

Animals always communicate,
Not as language enunciate,

Animals make just one sound,
With open mouth but not round,

A human can work and talk,
Animal unable, like a rock,

A special dancing does a bee,
Telling others follow me,

They fly for two hours,
To a far land full of flowers,

All the bees do obey,
Follow it to Dubai,

Placement in animals is unknown,
In human language it's one of its own,

Human language can send order,
Near or far with no border,

Poem XII

Some students think that "pragmatics" is out of place in linguistics. This poem clarifies this idea by explaining the meaning and the function of pragmatics in language.

12-Pragmatics

In social life, it is meant practical,
Take and give not to be a radical,

Be pragmatic not too hard,
Surely win, be no sad,

In linguistics it digs deeply,
Intended meaning comes up clearly,

It shows how speakers use a single word,
As it links language with the outer world,

Buy a lock for your car be careful,
A speaker means theft spread be thoughtful,

Poem XIII

Most students have no idea about the grammatical term "the case" Papers written about this term are very little compared to all the other terms, so the following poem will give a simple explanation and make the notion of "Case" easy to understand through the examples given in poem XIII.

13-The Case

Arranging word relationship,
With grammatical rules friendship,

It's a change in the form of a noun,
The same is with adjective or pronoun,

In one context a noun be a nominative,
As well as in another accusative,

The case works with gender,
The same as with number,

For gender be the same,
It is changed with no shame,

Read these examples,
They are given as samples,

"They" know how to play football,
We defeat "them" at basketball,

"They" is changed into "them",
And "he" be turned into "him",

"He" told me a nice story,
When I met "him" in the upper storey,

PART THREE
COMPOSITION- WRITING VERSIFIED

Introduction:

It is commonly held that writing constitutes many difficulties for students learning English as a foreign language. Sometimes students are found to be unable to put pen to paper to write a composition claiming that they have no idea or information concerning the topic they want to write about. Moreover, they face difficulty in dealing with English syntax.

The student who has been much trained in an aural-oral course has mastered a large number of the basic structural patterns of English, patterns that can be used equally well in speaking or writing .yet students need further concentrated work in writing English.

Part (3) of the present study is developed to controlling writing. When a student memorizes a poem, this means that he is mastering socially accepted behavior patterns as well as linguistic patterns and when a student paraphrases two or four poetic lines, he may control a model paragraph that helps him to write both logical and rhetorical patterns as well as syntactically interrelated sentences.

Part (3) dealing with written English must take into account the problems of different styles of writing which is not the concern of this study. English can be written on a variety of levels, for example, " our Country", " our Day", "Spring" etc.

As to the idea of the topic, the writer decided to go a further step to teach Composition-writing through the poetic style adopted in this study. He suggested that students should read and memorize poems in rhyme as much as they could do to keep good knowledge about different topics. So whenever students are asked to write any one composition of a certain topic, they can recall some versified ideas of the poems they have already had relating to the topic they want to write about and start to paraphrase and organize the ideas in a well-formed structure resulting in a good composition. With further writing practice students will soon become competent in the process of writing.

As to syntax, students should be trained to adopt correct learning habits and must start with a sort of careful grading, that is, they begin with the simplest form of statement. Then they can proceed from easy to difficult, this will make them capable of writing with a minimum of errors.

The basic philosophy behind the poems in parts 1, 2 and 3 is to supply students with the subject matters they need to know and to encourage them to write. The following poem shows how students should start writing.

Poem XIV

14-steps of writing:

Wait; wait until you are ready,
Never start to need remedy,

Writing can best be achieving,
Through careful controlled teaching,

A random hit-or- miss method,
Creates problems as a cathode,

From filling in blank spaces,
Be unwise to start on such basis,

To write well in different topics,
Try a test of your logics,

With careful grading start to write,
Use simple statements day and night,

With a simple sentence get practice,
Help you to write a nice sentence,

With a short narrative be as a test,
A descriptive piece and hope for the best,

Four steps should be mastered,
To write well be no fractured,

With two simples be compound,
Do more practice, see what found,

Join a clause with a phrase,
Make complex sentence with a praise,

Your ideas be no scattered,
In a good order should be gathered,

A complex sentence comes at last,
This will make one learn fast,

Poem XV

At the simplest level, this rhyme contains eight rhyming couplets which express the manners that tend to reinforce good habits which human being must enjoy. Poem XV shows the best relationship friends and people in general should keep.' There must be strong ties of friendship between people. At school, for example, one can form close friendship with several other school boys (one's mates) and this school relationship may develop into lasting friendship.

15-Friendship

One should always be friend,
Take this in life as a trend,

To choose a friend be careful,
If you fail may be harmful,

Each friend should be honest,
Like a lily in a forest,

Choosing a friend is not easy,
Know him well be no crazy,

A friend in need is good for you,
Of such people will be a few,

Be friend to all others,
You keep them good brothers,

Be friend to win others,
Treat them as brothers,

To win them to your side,
Be frank. Never hide,

Poem XVI

This poem shows that man loves his country as much as he loves himself. And as a place he loves his birth place more than any other place in the world no matter how beautiful that place is. The poem also shows that an average citizen must obey and respect the law of his country and be always friendly with his people. Man is always ready to clarify himself to defend and protect his country against any invasion or offence that may occur. Any honest average citizen feels happy to see his country one of the highly advanced countries in the world .So this poem aims at giving this nice image of an average citizen.

16-Our Country

East or west home is best,
Home loving be the first,

No place like home,
Being a hut looks as a dome,

Be obedient and respect law,
That makes better justice show,

Make ethics and honesty spread,
And bad customs not be bred,

Keep your country always clean,
As a nice garden better be seen,

Be a famous figure of your century,
To give good fame to your country,

Poem XVII

This poem talks about the daily activities we should practice so as not to waste our time in vain.

17-Your Day

Take time to hear music,
Be relaxed with no sick,

Take time to play,
If you free every day,

Take time to read,
At least four hours you may need,

Take time to pray,
You get faith with no pay,

Take time to love,
You are seen as a dove,
Take time to work,
Otherwise you may lurk,

Poem XVIII

This poem talks about spring as one of the lovely seasons of the year. It describes the weather the land the natural hemisphere that can be seen and felt during this season.

18-Spring

Four seasons in a year,
They are distinct and clear,

Spring is a lovely one,
Outdoors we've gone,

Land looks quite green,
Grassy, flowered and clean,

Birds are always singing,
As a swarm they're dancing,

Red, green, pink and yellow,
A nice time with thick shadow,

All the picnics outdoor,
With packed lunch to the shore,

Any insect and reptile,
Appearing now and fertile,

Poem XIX

This poem states that man should not justify wrongdoings, no matter what his aim will be. The poem also emphasizes that man is not forgiven to behave illegally or dishonestly to arrive at his aim.

19-The End Justifies the Means

Man is eager to be great,
Walking with a steady gait,

Your social status in a society,
Determines your deterioration or superiority,

Cooperate and be friendly,
With all you know be gently,

Help others whoever they are,
You're looked at as a bright star,

Never cheat to succeed,
Be a self-help to get your need,

Never hurt a human being,
As an angel you are seeing,

Never hurt human being,
Be merciful, to every living,

Make all your means quite lawful,
And whatever you sow be fruitful,

Doing so you keep a good fame,
Leading a happy life of a nice frame,

Punctuation

Written English has a limited number of graphic signals that relay important information about the over-all structure of words and groups of words .These signals are capital letters and marks of punctuation. Imagine what it would be like to read this page if there were no capital letters or periods.

Punctuation is an old problem .The system of punctuation used in English is actually a modern invention that began with printing and has been changing ever since. The punctuation of old printing is quite different from the system that has been established by modern editors. If one knows a certain number of basic facts about English structure, one will be able to use these marks surely and without error, so the use of these marks is easily to master.

Poem XX

This poem explains the use of any of the marks including commas, colons, full stop, question marks, etc. used to punctuate writing in English.

20-Punctuation marks

Know about your sentence structure,
This will make your writing no fracture,

Be careful in choosing the right mark,
If not so what you write vague and dark,

Full stop

In traffic a red colour means to stop,
To end a sentence you should write a full stop,

Comma

With a comma be easier to follow,
One word read by that kind fellow,

Comma's aim is to separate,
Part of a sentence to coordinate,

Omit comma before and,
When counting with your hand,

Colon

Use a colon when you count,
A list of items as a mount,

Also used before quotation,
With a space for indentation,

Question?

Always used for a direct question,
Before a date (? 1960) if not certain,

Exclamation..!

Look out! and ow! Is exclamation?
To great surprise both of them!? Or not certain,

Apostrophe'

Apostrophe for possession,
Or in I'm in omission,

Also used as a plural,
1990's not noticed in oral,

Hyphen

Hyphen forms compound,
With a prefix if found,

It divides the same word,
Not completed at the end,

Dash -----

In informal we use dash,
For after thought or comment with no dash,

EllipsisDots

Three dots for a word or word be left out,
Ellipsis called we are sure with no doubt,

Although words thrown away,
With full meaning we can stay,

Slash /

To separate words or phrases,
As alternative in two cases,

In poetry to separate a line,
That joined the next to be fine,

Quotation marks"

Quotation marks or inverted commas,
They are the same as said Thomas,

Double quotation "in American English",
But single ones in British,

For a direct speech or unusual word,
To draw attention of reader's head,

It does enclose any title,
For a book to be more vital,

Brackets ()

For extra information or comment,
To be separate at the moment,

To enclose a number or a letter,
As cross-reference help you better,

Italics ///

To indicate titles or show emphasis,
For foreign words as a clear basis,

I'm not going to do *it-you are*,
How will *uyseses* from the times be far,
A new paragraph for a new speaker,
Makes it easy for every reader,

Spoken words need be enclosed,
By two commas they be endorsed,

Capital letter

Do capitalize the first letter,
Of a new sentence is much better,

Proper nouns of everything,
Being living or not living,

Even a sea or a river,
Either city or a town be clever,

These poems may be presented in class in more than one way .It is of course open to the teacher to present it in a form of his own designing.

The poems are not limited nationally; their contents are in general expected to be applicable wherever English is spoken or written.

The present study is designed on a new method of learning grammar, or any other language branches. Out of this vision grew this study .It will become familiar in schools and it should also be of use in teacher's colleges, as well as in some university courses.

PART FOUR

LEARNING TO SPEAK VERSIFIED

Introduction:

Learning a language is a matter of acquiring a set of rules and building up a large vocabulary. It is not important for students to know about a language but to be able to know how to use it.

Student at the Post_elementary School are unable to take a part in discussions on topics like “science today because the subject matter of the topic is beyond their capacity for expressing it.

To be able to speak, students must first be trained to use patterns in carefully graded oral drills. Only in this way as Alexander (1985) believes will students finally learn to speak.

He goes on saying that, the patterns used to help students learn to speak are of two categories; progressive and static. Students should learn how to answer and how to ask questions. The students’ skill in using these patterns must be developed over a long period. They should begin with simple answers like, yes, it is “and culminating in complex answers like, Yes, I should, shouldn’t I? etc.

Students may also be trained to speak through oral compositions where they are required to reproduce orally a passage of English they are familiar with.

Therefore, the present study versified the idea of the way by which students can learn to speak English in poetic style to help students memorize and paraphrase them orally as a good step that encourages them to start speaking.

Poem XXI

This poem talks about the steps taken by learners to enable them to speak and to take part in discussion on topics of various subject-matters.

21-steps taken to speak:

If not ready, you learn nothing,
With hardworking be expressing,

A post elementary, unable to talk,
Clearly or fluently with no walk,

Learners should be well trained,
Using patterns carefully obtained,

Start to learn how to answer and to ask,
Helps you learn a language with no mask,

Progressive and static patterns,
Should be practiced as good buttons,

Practices to answer double questions,
Then there will be no confusions,

A carefully graded oral drill,
Makes a learner quite brill,

Only then you start to speak,
Steadily reach a proper peak,

Start speaking oral composition,
At a later stage written discussions,

Start practice to ask others,
The easy syntax this discovers,

Get practice in what you learn,
If shy of mistakes you will return,

Poem XXII

This poem summarizes most techniques which have been taught to learners to help them to speak and it also reminds them to go back and get more practice and they should never feel shy when they commit mistakes

Spend your time speak English,
Wrong or right with much relish,

Later you see you are wise,
Fluently you speak like Rice,

To stay silent one be dumb,
One be no more than a drum,

Speak loudly when alone,
As a cock's sound at the dawn,

Be no shy when you learn,
To a new language you will turn,

Be neither shy nor ashamed,
Failing to learn being blamed,

To stay weak and unable,
To Speak English, unbearable,

To live in England is not easy,
To marry Jessica will be crazy,

Be sure to do much practice,
You will master even Fortis,

Useful be to have oral test,
At the final, like the rest,

With out speaking be no language,
Only gesture be less knowledge,

Exercises and topics for discussion

- 1 – Write an essay showing the significance of language in human life. Poem I.
- 2- How do traditional grammarians think of Latin?
- 3- Write a paragraph about the characteristics of the traditional grammar .Poem (3).
- 4- What are the main aspects of structural linguistics as poem (4) states.
- 5- Poem (5) talks about T.G.G Comment.
- 6-What does linguistics deal with? See poem (6) and paraphrase.
- 7- Explain, in a short paragraph, the topic of syntax as in poem (7).
- 8- Poem (8) deals with semantics .write an essay expressing your own knowledge with reference to the poem.

9- Write out some words and expressions which you think could refer to morphology. Poem (9).

10- Find out the main linguistic term which poem (10) deals with Discuss.

11- Find out the difference between human language and animal communication. Poem (11).

12- State briefly what pragmatics refer to in language poem (12).

13. Paraphrase poem (13) to explain the grammatical term “of the case”.

14- Write an essay showing how English learners can learn writing. Poem (14)

15- Write a short composition about “Friendship”. Poem (16)

16-Write a two –paragraph composition about “our Country”.

17-How do you make use of your time. Write one page composition with reference to poem (17).

18-In no more than 15 lines write a composition about “spring”.
Poem (18).

19-Write a short essay about “The End Justifies the Means”
Poem (19).

20-The following are the commonest punctuation marks used in writing and having a conventional written form, bearing in mind that each one may have more than one use. Try to give an account of their use and meaning. Poem (20).

21-Poem (21) talks about the steps used by learners of English to help him to speak and take part in discussion on topics of different subjects. Write an essay showing the device that learners have to follow to learn to speak Poem (21).

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المقدمة

ظهر هذا الكتاب لمساعدة متعلمي اللغة الانكليزية للتغلب على بعض مشاكل اللغة التي يواجهونها في تعلم اللغة الانكليزية كلغة أجنبيه.
يقوم المؤلف بشرح استعمال وشكل مكونات اللغة الانكليزية بأسلوب شعري.
ومن الجدير بالذكر إن مواضيع هذا الكتاب يمكن إن تستخدم في إي مكان تدرس فيه اللغة الانكليزية كلغة أجنبيه. وهذا الكتاب هو للطلبة ذوي المستويات أمتوسطه, فوق المتوسط وللمتقدمين. وان مدرسي اللغة الانكليزية يمكن إن يشرحوا للطلبة فائدة كيفية التعامل مع هذا الكتاب.
يمكن إن يستخدم الكتاب كمصدر أيضا إلى متعلمي اللغة الانكليزية للتعرف على إي موضوع في النحو أو في علم اللغة والصوت.
ويأمل المؤلف إن يكون هذا الكتاب ذو فائدة و متعه لطلبة اللغة الذين يدرسون الانكليزية.

المؤلف

تأييد

لقد صدر الكتاب المساعد الموسوم (تعلم اللغة الانكليزية شعرا) English Grammar Versified " بعد استحصال موافقة اللجنة العلمية في قسم اللغة الانكليزية على صلاحيته لطلبة المرحلة الأولى والثانية والثالثة والرابعة في قسم اللغة الانكليزية وقد اقترن ذلك بموافقة مجلس الكلية عليه في الجلسة السابعة المنعقدة بتاريخ 2008/1/21 وقد تأيد ذلك بمصادقة أمانة مجلس جامعة بغداد بكتابها المرقم (35/س425) في 2008/2/5 .