

# INTRODUCTION TO PHONICS

## Phonics:

In most words, the way the word is spelled tells us how to say the word. The letters and patterns of letters, that make up the word show us how it sounds. When you read with phonics you read words by saying the sounds the letters and patterns of letters make.

## Letters:

There are 26 letters in the alphabet.

The names of the letters are: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

These letters can make sounds in words.

## Consonants:

21 of the letters of the alphabet are called consonants.

The names of the consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

These consonants can make sounds in words.

## Vowels:

Five of the letters of the alphabet are called Vowels. The names of Vowels are: “a, e, i, o, u” some times the letter “y” can also act like a vowel. These vowels can make sounds in words.

## Sounds:

The letters of the alphabet have names, and they can also make sounds in words. But the sound a letter makes in a word is usually different from its name.

<b>Bb</b>	This letter says	b	as in <u>bat</u>
<b>Cc</b>	This letter can say	k	as in <u>cat</u>
<b>Dd</b>	This letter can say	d	as in <u>dig</u>
<b>Ff</b>	This letter can say	f	as in <u>fan</u>
<b>Gg</b>	This letter can say	g	as in <u>gum</u>
<b>Hh</b>	This letter can say	h	as in <u>hat</u>
<b>Jj</b>	This letter can say	j	as in <u>jam</u>
<b>Kk</b>	This letter can say	k	as in <u>kit</u>
<b>Ll</b>	This letter can say	l	as in <u>lip</u>
<b>Mm</b>	This letter can say	m	as in <u>man</u>
<b>Nn</b>	This letter can say	n	as in <u>nap</u>
<b>Pp</b>	This letter can say	p	as in <u>pan</u>
<b>Rr</b>	This letter can say	r	as in <u>run</u>
<b>Ss</b>	This letter can say	s	as in <u>sit</u>
<b>Tt</b>	This letter can say	t	as in <u>tan</u>
<b>Vv</b>	This letter can say	v	as in <u>van</u>
<b>Ww</b>	This letter can say	w	as in <u>win</u>
<b>Yy</b>	This letter can say	y	as in <u>yes</u>
<b>Zz</b>	This letter can say	z	as in <u>zip</u>

## Sight words:

Although you can read most words by sounding them out, there are a few special words you should remember. These special words are called sight words. A sight word is a word that does not follow our normal phonic rules.

## Example: Aa

**Description:** The letter “a” by itself can make a word. The word is a sight word and is said as **Uh** or |ay|

**Example:** The

**Description:** The word “the” is a sight word, and is said as |thub| or |thee|

**PHONIC RULES:**

- |     |           |         |       |     |         |            |          |
|-----|-----------|---------|-------|-----|---------|------------|----------|
| 1)  | a         | as in:  |       | 16) | dr      | as in:     |          |
|     |           | Sad     | Rat   |     |         | Drip, Drab |          |
|     |           | Sat     | Mat   |     |         | Drop, Drag |          |
| 2)  | e         | as in:  |       | 17) | Fr      | as in:     |          |
|     |           | Let     | Get   |     |         | Frog       | Fran     |
|     |           | Led     | Ten   |     |         | Fret       | Fred     |
| 3)  | i         | as in:  |       | 18) | pr      | as in:     |          |
|     |           | If      | Hid   |     |         | Prop       | Prod     |
|     |           | In      | Him   |     |         | Prom       | Pred     |
| 4)  | O         | as in:  |       | 19) | tr      | as in:     |          |
|     |           | On      | Rob   |     |         | Tim        | Tram     |
|     |           | Nod     | Rool  |     |         | Trip       | Trap     |
| 5)  | U         | as in:  |       | 20) | gr      | as in:     |          |
|     |           | Run     | Rug   |     |         | Grab       | Grad     |
|     |           | Rub     | Hug   |     |         | Gram       | Grid     |
| 6)  | sl        | as in:  |       | 21) | scr     | as in:     |          |
|     |           | Sled    | Slap  |     |         | Scrap      | Scram    |
|     |           | Slab    | Slid  |     |         | Scrub      | Scrawl   |
| 7)  | st        | as in:  |       | 22) | spr     | as in:     |          |
|     |           | Stab,   | Stag, |     |         | Spring     | Sprig    |
|     |           | Stan,   | Stem  |     |         | Springy    | Sprinkle |
| 8)  | sc =   sk | as in : |       | 23) | str     | as in:     |          |
| \   |           | Scab    | Scan  |     |         | Strap      | Strep    |
|     |           | Scam    | Scat  |     |         | Strip      | Strut    |
| 9)  | sp        | as in:  |       | 24) | pl      | as in:     |          |
|     |           | Span    | Spat  |     |         | Plan       | Pled     |
|     |           | Sped    | Spot  |     |         | Plod       | Plop     |
| 10) | sn        | as in:  |       | 25) | gl      | as in:     |          |
|     |           | Snag    | Snub  |     |         | Glad       | Glib     |
|     |           | Snap    | Snip  |     |         | Glen       | Glob     |
| 11) | sw        | as in:  |       | 26) | bl      | as in:     |          |
|     |           | Swim    | Swan  |     |         | Blab       | Bled     |
|     |           | Swing   | Swipe |     |         | Blam       | Blip     |
| 12) | sk        | as in:  |       | 27) | Cl = Kl | as in:     |          |
|     |           | Skid    | Skin  |     |         | Clan,      | Clod     |
|     |           | Skim    | Skip  |     |         | Clad       | Clem     |
| 13) | sm        | as in:  |       | 28) | fl      | as in:     |          |
|     |           | Smog    | Smoke |     |         | Flag       | Flab     |
|     |           | Smort   | Smug  |     |         | Flak       | Flap     |
| 14) | br        | as in:  |       | 29) | spl     | as in:     |          |
|     |           | Brag,   | Bran  |     |         | Spalt      | Split    |
|     |           | Brat,   | Brad  |     |         | Splendid,  | Splint   |
| 15) | cr        | as in:  |       | 30) | tw      | as in:     |          |
|     |           | Crab,   | Crag  |     |         | Twig       | Twit     |
|     |           | Cram,   | Crib  |     |         | Twin       |          |

- 31) Sight word (It does not follow Phonic rules): -  
I, Of, From, One,  
been, was, what, her
- 32) Practice Words:  
Cast, Fast, Last, Mast, Past  
Vast, Best, jest, nest, pest, etc
- 33) Practice Words | nd | as in :  
And, Land, Sand, Hand, Band
- 34) Practice Words | nt | as in:  
Bent, Sent, Rent  
Tent, Went
- 35) | It | as in :  
Belt Felt  
Melt Pelt
- 36) | lk | as in:  
Milk Bilk  
Silk Ilk
- 37) | lf | as in:  
Self, Golf  
Gulf
- 38) | ld | as in:  
Weld Meld  
Gild
- 39) | lp | as in:  
Help, Yelp  
Gulp, Pulp
- 40) | lm | as in:  
Elm, Helm  
Film
- 41) | lb | as in :  
Bulb  
| lc | as in:  
Talc
- 42) | mp | as in:  
Amp Camp  
Damp Lamp
- 43) | ct | as in:  
Act Pact  
Fact Tact
- 44) | ft | as in:  
Aft Taft  
Raft Left
- 45) | pt | as in:  
Kept Wept
- 46) Consonant blends:  
Blast Twist  
Crest Frost
- 47) Practice Words :  
Stamp Scamp  
Clamp Cramp
- 48) Sight Words:  
Says They  
Said Their  
You There  
Your Where
- 49) | sh | as in:  
Shag, Shaft  
Sham, Shed
- 50) | ch | as in:  
Chap, Chant  
Chat, Champ
- 51) | tch | = | ch | = as in  
Batch, Hatch  
Catch, Latch
- 52) | th | e (unvoiced):  
Thin, Theft  
Thud, Thump
- 53) Wh = hw as in:  
When, Wham  
Whet, Whip
- 54) Ck = k as in:  
Back, Jack  
Hack, Sack
- 55) | ff | = | f | as in:  
Off, Cliff  
Scoff, Sniff
- 56) ss = | s | as in:  
Mass, Brass  
Pass, Pass
- 57) || e | as in:  
Bell, Jell  
Fell, Sell
- 58) Doubled consonants  
Ebb Add  
Egg Odd
- 59) qu = | kw | as in:  
Quip Quiz  
Quit Quick
- 60) ng and nk cluster x = | ks | as in:  
Ax, Fax  
Lax, Max, Sax
- 61) | ing | as in | g | (nasal sound):  
King Wing  
Ring Ching
- 62) | ang | as in:  
Bang Gang  
Fang Hang
- 63) | eng | as in:

- length strength  
64) |ong| as in:  
Long Gong  
Song Tong
- 65) |ung| as in:  
Hung Sung  
Rung Chung
- 66) |ink| as in:  
Kink Mink  
Link Pink
- 67) |ank| as in:  
Bank Mank
- |unk| as in:  
Sunk, Hunk
- |onk| as in:  
Conk, Honk
- 68) ee = |ee| as in:  
Beer Cheek  
Deed Peek
- 69) ea = |ee| as in:  
Ear Each  
Eat East
- 70) oo = |oo| |u:| as in:  
Soon Scoon  
Scoot Shoo
- 71) |ai| as in:  
Aid Bait  
Bail Chain
- 72) |ay| as in |ei|:  
Day Pay  
Ray Jay
- 73) |oa| as in:  
Oaf Oat  
Oak Boat
- 74) ou = |ou|:  
Out Pout  
Bout Shout
- 75) ow = |ou| as in :  
Cow Pow  
How Chow
- 76) aw as |:| :  
Paw Claw  
Jaw Flaw
- 77) |au| as in:  
Paul Vault  
Fault Laud
- 78) |oy| as in |oi| :  
Boy Coy  
Joy Toy
- 79) |oi| as in:  
after the apostrophe.
- Oil Coil  
Boil Soil
- 80) sight words  
No, So, Go, My, Why, Try, By, Or, For  
Could, Would, Should, Give, Live, Have, Gone
- 81) The vowel “e” at the end of a word is usually silent. “e” silent  
eg: Sense Rinse  
Tense Else
- 82) |th| voiced sound:  
That Than  
Them Then
- 83) |s| as |z|:  
Is His  
Has Ease
- 84) some times an ending is added to a word to make a new word:  
Example: cats or you can add an “ing” and make reading  
|s| as |z|  
Its, Fits, Hands, Needs, Pounds  
Sits, Gets, Stands, Seeds, Eggs
- 85) es = |iz| as in ed = |d|  
Misses Matches Branches  
Buses Watches Benches
- 86) some times the last consonant in a word doubled before the “ed” ending is added:  
Example: Stopped, Chatted  
Frotted, Shrugged  
Skidded Dotted  
Bugged Hummed
- 87) |ing| ending:  
Being Doing  
Going Resting
- 88) ed = |id|:  
Needed, Loaded  
Crowded, Landed  
Lifted, Melted
- 89) |ed| = t:  
Asked Tricked  
Soaked Helped
- 90) Double consonant + ing:  
Stopping Chopping  
Shopping Chapping
- 91) Apastrophe: does not say a sound when a word has an apostrophe in it, you first say the part of the word that comes before the apostrophe, then you say the sounds of the letters that comes

- |  |       |        |
|--|-------|--------|
|  | It's  | Let's  |
|  | He's  | That's |
|  | She's | Who's  |
- 92) n't = |nt| :
- |         |          |
|---------|----------|
| Didn't  | Isn't    |
| Hadn't  | Hasn't   |
| Haven't | Wouldn't |
- 93) syllable :
- Seven, Chicken, Contest, Untill, Collect  
Given, Finish, Dentist, Subtract, Uncrease
- 94) Multisyllable :
- Holiday, Represent, Resident, Positive  
Altantic, Fantastic, Continent, Employee
- 95) |a| = |uh| when a vowel by itself makes a syllable, it can say **Uh** | as in:
- |       |       |        |         |        |
|-------|-------|--------|---------|--------|
| Away  | Along | Asleep | Around, | Afraid |
| About | Agree | Across | Adult   | Avoid  |
- 96) a = |uh| at end = The vowel "a" at the end of a word with more than one syllable can say |uh| as in umbrella.  
Eg: Extra            Banana  
      Vanilla        Africa  
      Alaska         America
- 97) al = |ul| at end = this pattern at the end of a word with more than one syllable can say |ul|  
Eg: Medal, Metal, Loyal, Hospital  
      Mental, Capital, Rascal, Royal, Animal
- 98) sight words  
Any, Many, Done, None, Move, Prove,  
Lose, Other, Really, Through, Whose, Both  
once, sure, don't, won't, again
- 99) tle = when this pattern comes after an "s" the "t" is silent and "le" says as "le" as in castle  
Eg: Bristle            Hustle  
      whistle           Jostle  
      bustle            Rustle
- 100) y = |ee| at end : The letter "y" at the end of a word with more than one syllable can say |ee| as in  
Eg: Badly, Quickly, Ugly, Daily  
      Softly, Nearly, Simply, Family  
      Mainly, Fairly, Exactly, Suddenly
- 101) Consonant + le syllable: le = l if there is a consonant in front of the "le" the consonnt can combine with the "le" to make final syllable.  
Eg: Candle            Noodle  
      Handle           Pickle  
      Needle           Tackle
- 102) er at end: This pattern at the end of a word says |er| as in :  
After    Faster  
Winter    Monster

- 103) sight words in words:  
 Into Myself  
 Onto Yourself  
 Today Someone  
 Together Everyone
- 104) c = |s| The letter “C” followed by “e” can say |s| as in:  
 Cent, Cell, Cancel  
 Centre, Cease, Conceal
- 105) C = |s| The letter “c” followed by “i” or “y” can say |s| as in:  
 City Cider Polocy  
 Civil Nancy Tendency  
 Cinch Pancy Fancy
- 106) age = |ij| at end :  
 This pattern at the end of a word with more than one syllable can say |ij|  
 Image Damage  
 Manage Savage  
 Voyage Package
- 107) dge = |j| at end:  
 This pattern at the end of a word has a silent e and says |j| as in:  
 Edge Nedge  
 Ledge Wedge  
 Pledge Badge  
 Ridge Bridge
- 108) g = |J| : The letter “g” followed by “e” can say |j| as in:  
 Gem Gentle  
 Gender Budget  
 Gadget Midget
- 109) g = |j| (ge at end) : The letter “g” followed by “e” can say |j| as in: tinge challenge  
 Bulge Indulge
- 110) g = |j| (gi, gy) : - The letter “g” followed by “i” or “y” can say |j| as in:  
 Gin Strategy  
 Magic Apology
- 111) Long vowel sound: The long vowel sounds are simply the names of the vowels a, e, i, o, u:  
 Bake, Fake, Cake  
 Make, Lake, Wake etc.
- 112) are |air|: This pattern can say |air| as in:  
 Bare Care  
 Dare Fare  
 Hare Mare
- Rare Scare
- 113) i = long vowel can say |eye| as in :  
 Hide, Side, Glide, Bribe  
 Ride, Tide, Slide, Tribe
- 114) a = long: This vowel can say |ai| as in ate. This is the long sound. The magic “e” at the end of a word can make a vowel say it’s long sound.  
 Came Same  
 Game Flame
- 115) O = long : This pattern can say |oa| as in :  
 Joke Woke Smoke  
 Poke Broke Spoke
- 116) u : |oo| |u :| : The letter u is the only, vowel that can say two long sounds. The second long sound of u is |oo| as in:  
 Tube Tune Dune Crude  
 June Prune Dude Duke
- 117) u : long : This vowel can say |you| as in use. This is the long vowel sound. The magic “e” at the end of a word can make a vowel say its long sound.  
 Use Fuse  
 Fume Huge  
 Cube Cute
- 118) e = long : This vowel can say |ee| as in:  
 Eve Here Athlete  
 Steve Mere Concrete
- 119) sight words:  
 Break Great Navy Lazy  
 Streak, Wild etc. Gravy Crazy
- 120) “e” long (open syllable) :  
 This vowel at the end of a word can say its long |ee|  
 Eg: Began, Became, Before, Vehicle  
 Begin, Beside, Belong, Arena
- 121) “i” = long (open syllable) : This vowel at the end of a syllable, can say its long sound |eye|:  
 Eg: Bible Rifle  
 Idle Title  
 Item Silent
- 122) “O” long (open syllable) : This vowel at the end of a syllable can say its long sound |oa|:  
 Eg: Open, Sofa, Soda,  
 Noble, Frozen, Over
- 123) O long (at end) = The vowel “O” at

- the end of a word says its long sound |oa| as in:  
Ago, Bango, Potato  
Bingo, Bronco, Volcano
- 124) u = long (open syllable) : This vowel at the end of a syllable can say its long sound |you| as in:  
Unit Utensil  
Unite Menu  
Usage Bugle
- 125) u = |oo| (open syllable) : The vowel u at the end of a syllable can say its second sound |oo| “U” the only vowel that has two sounds as in :  
Flu Truly Stupid  
Tuna Judy  
Duty Judo etc.,
- 126) split vowel pair : In some words there is a syllable break between a pair of vowels. For example in the word “lion” we split the vowel pair li - on.  
Eg: Riot Quiet Giant  
Diet Client Diat
- 127) |i| = ee : Remember that sometimes a pair of vowels can be split between two syllables. When “I” is the vowel pair its can say |ee| as in:  
Eg: Champion Patio  
Chariot Piano  
Radio Comedion
- 128) |ie| = ee : This pattern can say |ee| as in :  
Cities Pennies  
Berries Puppies
- 129) |ei| = |ee| : This pattern can say |ee| as in:  
Seize Niether  
Either Receive
- 130) |ey| = |ee| : This pattern can say |ee| as in:  
Key Alley  
Donkey Valley  
Chimney Hockey
- 131) “y = |eye| The letter “y” at the end of one syllable words can say |eye|  
Cry Try  
Dry Pry etc.,
- 132) y = |eye| at end: The letter “y” at the end of a word with more than one syllable can say |eye| as in:  
Defy Rely  
Deny Reply  
July Apply
- 133) y = |eye| when the letter “y” is inside a word or syllable (or) at the end of a word or syllable,
- it can say |eye| as in |type|. Remember that sometimes y can act as the vowel |i|:  
Eg: Bye Type Cycle  
Dye Style Hylon etc.
- 134) |ie| = |eye|:- This pattern can say |eye| as in: “pie”  
Die Lies Dies  
Tie Died
- 135) “igh” = |eye| This pattern says |eye| as in:  
High Fight  
Sight Might  
Thigh Flight
- 136) ind : This pattern can say |ind| as in:  
Kind, Bind, Wind, Grind, etc.
- 137) ow = |oa| This pattern can say |oa|  
Own Grow  
Mow Crow  
Row Show etc.,
- 138) |ou| = |oa|: This pattern can say |oa| as in soul.  
Pour  
Four  
Court  
Source
- 139) |Old|: This pattern can say |old| as in:  
Cold Told
- 140) oll = |oal| This pattern can say |oal| as in:  
Toll Stroll  
Poll Scroll  
Enroll Swollen
- 141) ol = |oal|: This pattern can say |oal| as in:  
Bolt Jolt  
Colt Molt  
Patrol Control
- 142) ue = |oo|: - This pattern can say |oo| as in:  
Sue, True, Clue  
Due Blue Glue
- 143) |ue| = |you|: This pattern can say  
Cue Value  
Hue Rescue
- 144) |ew| = |oo|: This pattern can say |oo| as in:  
New Stew  
Dew Brew
- 145) |ar| = This pattern can say |ar| as in  
Car Art

- 146) |er| = This pattern can say |er| as in:  

Arm	Bar
Far	Jar
Verb	Germ
Herb	Jerk
Term	Clerk
- 147) |“ir”| = This pattern can say |er| as in:  

Irk	Fir	Sir
Bird	Firm	Stir
- 148) |or| : This pattern can say |or| as in:  

Fort	Sport
Port	Sort
- 149) |Or| : - Remember that this pattern can say |or| as in:  

Order, Export
Border, Import
Corner, Airport
- 150) |Ur| : - This pattern can say |er| as in:  

Fur	Turn
Burn	Curb
Hurt	Hurl
- 151) ew = |You| : - This pattern can say / say / you / as in:  

Few	Mew
Hew	Pew
Skew	Spew
- 152) ui = |oo| : - This pattern can say |oo| as in:  

Suit	Misance
Bruise	Recruit
Juice	Juicy
- 153) Ou : |oo| : This pattern can say |oo| as in :  

Soap	Route
Group	Youth
Lou	Wound
- 154) eigh : - This pattern can say |ai| as in |weigh|:  

Neigh	Freight
Eight	Sleigh
Eighteen	Eighty
- 155) |ei| = |ai| : This pattern can say as in:  

Veil	Vein
Rein	Reinder
- 156) |ey| = |ai| This pattern can say:  

Hey	Grey
Prey	Whey
Obey	Convey
- 157) ear = |er| This pattern can say |er| as in:  

Earth	Earl	Learn
Earn	Pearl	Yearn
- 158) wor = |wer| This pattern can say |wer| as in :  

Word	World
Work	Worse
Worm	Worst
- 159) war |war| : - This pattern can say |war| as in :  

War	Warm
Wart	Warmth
- 160) quar = |kwar| : This pattern can say as in  

Quart
Quarter
Quarrel
- 161) all = |awl| This pattern can say |awl| as in:  

All	Call
Ball	Fall
- 162) alk = |awk| : - This pattern can say |awk| as in :  

Talk	Balk	Stalk
Walk	Chalk	
- 163) a = |O| : - This vowel can say |O| as in:  

Wash	Wasp
Wand	Watch
Want	Water
- 164) |oo| = short : This pattern can say |oo| as in:  

Book	Hook
Cook	Look
Took	Shook
- 165) |ea| = |e| : This pattern can say |e| as in:  

Head	Read	Death
Dead	Deaf	Dealt
- 166) |ear| = |air| : This pattern can say |air| as in  

Bear	Tear
Pear	Wear
Swear	
- 167) y = i : This letter “y” inside of a word or syllable can say |i| as in :  

Gym	Gyp
Gypsy	Myth
System	Syllable
- 168) ous = |us| This pattern at the end of a word with more than one syllable can say |us| as in:  

Famous	Pompous
Joyous	Jelous
Nervous	Mervellous
- 169) |ou| = u : This pattern can say |u| as in | touch|:  

Double
Trouble



- |      | Couple<br>Cousin   | Guard<br>Guess | Guilt   |
|------|--|----------------|---|
| 170) | O  =  U  This pattern can say<br> u  as in :<br>Son   Wonder<br>Ton   Wonderful<br>Won   Front   | 180)           | In the word friend “i” is silent  |
| 171) | sight words:<br>Blood, Flood, Rough, Enough  | 181)           | sion  = shun : - This pattern can say  shun  as in. If there is “ssion” “s”ilent<br>Mansion       Tension<br>Expansion     Pension<br>Extension     Mission |
| 172) | kn =  n  This pattern can say  n  as in:<br>Knob   Knack<br>Knot   Knit<br>Knock   Knelt   | 182)           | Tion =  shun  : This pattern can say  shun  as in:<br>Action    Option<br>Fraction   Mention<br>Section   Caution   |
| 173) | gn =  n  This pattern can say  n  as in:<br>Gnaw   Gnash   Feign<br>Gnu<br>Gnarl<br>Gnome<br>Reign   | 183)           | sion =  zhun  : - This pattern can say zhun as in:<br>Revision<br>Devision<br>Decision<br>Explosion   |
| 174) | i  long in  ign  : This vowel  i  followed by gn can say  eye :<br>Sign   Resign<br>Assign   Benign<br>Design   Align  | 184)           | ci =  sh  : This pattern followed by a vowel say  sh  as in:<br>Special   Crucial<br>Social    Official<br>Facial    Artificial                             |
| 175) | gh  = silent : This pattern can be silent as in:<br>Caught<br>Taught<br>Daughter<br>Slaughter  | 185)           | ti = sh: This pattern followed by a vowel says = sh as in:<br>Partial, Patient<br>Martial, Impatient<br>Intial, Patience<br>Essential, Cautious             |
| 176) | ought  awt  : This pattern can say  awt  as in:<br>Fought   Sought<br>Bought<br>Brought  | 186)           | ture =  chur  : This pattern can say  chur  as in:<br>Picture, Structure<br>Lecture, Capture<br>Fracture, Rapture   |
| 177) | Silent letter: some words have a silent letter for ex: thumb the “b” on the end is silent<br>Bomb, Limb, Hymn, Solumn<br>Lamb, Dumb, Autumn, Condemn<br>Rumb, Crumb, Column  |                |   |
| 178) | silent letter: - some words have a silent letter. For: “doubt” the letter “b” is silent<br>Debt, Calf, Often, Listen<br>Doubt, Half, Soften, Fasten, Moisten<br>Jour        Ghetto<br>Honour     Sword<br>John       Whole<br>Rhyme     Receipt<br>Ghastly |                |   |
| 179) | silent letter: some words have silent letter as in  guest  “u” silent<br>Guy        Gsuest   |                |   |

## FUNDAMENTAL POINTS

- In English we have 26 Alphabet.
- A, E, I, O, U are called vowels.
- W, Y are called semi vowels.
- Remaining letters are called consonants.
- Group of words which makes sense is called a sentence
- Speech is the natural form of a language.
- Language is the means of communication.
- Exchange of various ideas is called communication.
- Different kinds of words are called parts of speech.
- Entire grammar is set of rules and regulations.

## SENTENCE

Group of words which makes complete sense is called a sentence.

*Eg:* Honey talks sweetly with all.  
Prahasya is a beautiful girl.  
Radha sings a song.

### Points to be remembered:

- ◆ A sentence must begin with a capital letter.
- ◆ A sentence should be ended with a full stop (.) (?) (!)
- ◆ Words must be in proper order.

### Subject and predicate:

**Subject:** About whom / what we are speaking is called subject.

**Predicate:** What is said about subject is called predicate.

*Eg:* Birds fly in the sky.  
sub            predicate  
Barking dogs seldom bite.  
sub            predicate  
Pens are working on papers.  
sub            predicate

## **EXERCISE - 10**

### ***Clause and Phrase***

Humpty Dumpty sat on a wall.  
phrase

The sun rises in the east.  
phrase

We love the beauty of sunset.  
phrase

**Phrase :** Group of words which makes sense but not complete sense is called phrase.

**Clause :** People are trusted, who pay their debts.

sub    predicate    sub    predicate

We can set start while it is raining

sub    predicate    sub    predicate

I think that you have made a mistake

sub    predicate    sub    predicate

**Clause :** It is a part of a sentence contains subject and predicate

(or)

Group of words which contains subject and predicate and be a part of a sentence is called clause.

## EXERCISE - 10

### **Kind of Sentences:**

There are five kinds of sentences:

- 1) Assertive sentence / Declarative
- 2) Imperative sentence.
- 3) Interrogative sentence.
- 4) Exclamatory sentence.
- 5) Optative sentence.

**1. Assertive Sentence:** A sentence which denotes simple statement or declaration is called “assertive sentence”

*Eg:* Tomorrow is a holiday.  
Raju goes to market.  
Prahasya smiles beautifully.

**2. Imperative Sentence:** A sentence which denotes command, request, or desire is called “Imperative sentence”

*Eg:* Shut up your mouth.  
Please lend me your book.  
Get out of the class.

**3. Interrogative Sentence:** A sentence which denotes question is called “interrogative sentence”

*Eg:* Why are you coming?  
Are you attending party?  
Who are you?

**4. Exclamatory Sentence:** A sentence which denotes sudden and strong feelings is called “Exclamatory Sentence”

*Ex:* Oh! there is snake!  
What a pleasant surprise!  
What a co-incidence!

**5. Optative Sentence:** A sentence which denotes wishes is called “optative sentence”

*Ex:* Good morning.  
Happy Birthday.  
Happy Christmas.

<b>Present Tense</b>	<b>Past Tense</b>	<b>Past Participate</b>
A rise	Arose	Arisen
Awake	Awoke	Awoken
Bear (Produce)	Bore	Born
Bear (carry)	Bore	Borne
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Behold	Beheld	Beheld
Bid	Bade	Bidden
	Bid	Bid
Bind	Bound	Bound
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Cling	Clung	Clung
Come	Came	Come

Crow	Crew / Crowed	Crowed
Dig	Dug	Dug
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fight	Fough	Fought
Find	Found	Found
Fling	Flung	Flung
Fly	Flew	Flown
Forget	Forgot	Forgotten
Forsake	Forsook	Forsaken
Freeze	Froze	Frozen
Get	Got	Got
Give	Gave	Given
Go	Went	Gone
Grind	Ground	Ground
Grow	Grew	Grown
Hang	Hung	Hung
Hide	Hid	Hidden
Hold	Held	Held
Know	Knew	Known
Lie	Lay	Lain
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shine	Shone	Shone
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sit	Sat	Sat
Slay	Slew	Slain
Slide	Slid	Slid
Sling	Slung	Slung
Smite (to hit hard)	Smote	Smitten
Speak	Spoke	Spoken
Spin	Span	Spun
Spit	Spat	Spat
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
Stick	Stuck	Stuck
Strike	Struck	Struck
Swear	Swore	Sworn
Swim	Swam	Swum
Swing	Swung	Swung

Tear	Tore	Torn
Throw	Threw	Thrown
Win	Won	Won

## PARTS OF SPEECH:

There are 8 parts of speech. They are.

- |                     |                        |
|---------------------|------------------------|
| <b>1. Noun</b>      | <b>5. Adverb</b>       |
| <b>2. Pronoun</b>   | <b>6. Preposition</b>  |
| <b>3. Adjective</b> | <b>7. Conjunction</b>  |
| <b>4. Verb</b>      | <b>8. Interjection</b> |

1. **Noun:** Naming word. (All names)

*Eg:* Ramu, Tiger, Suryapet, Pen

### Kinds of Nouns:

Proper Noun:

Common Noun:

- a) Collective Noun
- b) Abstract Noun
- c) Countable Noun
- d) Uncountable Noun
- e) Material Noun

1. **Proper Noun:** It is the name of a particular person (or) place. (Particular names)

*Eg: Raju, Hyderabad, Ganga, Yamuna etc..*

2. **Common Noun:** It is a name common to all or common to particular class or group.

*Eg: Girl, Boy, Pen, Bench*

3. **Collective Noun:** It is a name of a collection of group of people or things belonging to the same class.

*Eg: Team, Government, Jury, Class, Bunch, etc.,*

4. **Abstract Noun:** It is a name of a quality, state, or concept.

*Eg: Kindness, beauty, love, youth, hatred, fear, childhood etc.*

5. **Countable Noun:** Noun that can be countable. These can be either singular / plural.

*Eg: Boy - Boys, Book - Books  
Notice - Notices Horse - Horses etc.*

6. **Uncountable Noun:** Noun that can't be countable. These can't be used in plural form.

*Eg: Sugar, Information, Water, Oil, Flour etc.*

7. **Material Noun:** Name of a material is known as material noun.

*Eg. Iron, Copper, Gold, Silver etc.....*

2. **Pronoun:**

*Substitute word for a noun.*

### Kinds of Pronouns:

1. Subjective pronoun
2. Objective pronoun.
3. Possessive pronoun
4. Reflexive pronoun & Emphatic pronoun
5. Demonstrative pronoun
6. Distributive pronoun
7. Indefinite pronoun.
8. Relative pronoun
9. Interrogative pronoun.
10. Reciprocal pronoun.

1. **Subjective Pronouns:** Pronouns that come in the place of subject.

*Eg: I go to movie.*

We eat an apple.  
You ask me a question.  
He solves problem.  
She gathers the matter.  
It is raning.  
They are calling.

2. **Objective Pronouns:** Pronouns that come in the place of object.

*Eg:* Raju asks me.  
He beats us.  
She gave you.  
I talked to him.  
We said to her  
They brought it.  
You told them

3. **Possessive Pronouns:** Pronouns which denote ownership and possession.

*Eg:* Where is my book?  
This is our house.  
May I take your pen?  
Winning is his dream  
Modelling is her dream.  
These are their books.  
It gives for it's sake.

Determiners

This is mine.  
Those are ours  
That is yours / his,  
These are hers theirs its.

Predicative use

4. **Reflexive Pronouns:** Pronouns that reflects upon the subject is called Reflexive pronoun.

*Eg:* Prahasya saw herself in the pool.  
Raj learnt himself English.  
Myslef, herself, himself, yourself, yourselves, themselves,, Itself etc.....  
Without reflexive pronoun in a concerned sentence, it becomes ungramatical.

5. **Emphatic Pronouns:** These are used for emphasis. Emphasis pronoun is optional in the sentence. Even if we omit it, the sentence is gramatical.

*Eg:* Preethi herself prepared lunch.  
Myself, Ourselves, Your / self / selves, her / himself, themselves etc....

6. **Demonstrative Pronoun:** These pronouns refer or point out the object or objects for which they are used.

*Eg:* This is my pencil.  
That is my house.  
These are my books.  
Those are your things (such).

7. **Distributive Pronouns:** Pronouns which refer everything in a group or class is called distributive pronoun.

*Eg:* Each must write home work.

- Everybody is in my hand.  
Nobody comes to me.  
 all, one, someone, anybody, Either, neither, nothing, etc...,
8. **Indefinite Pronoun:** It doesn't refer particular thing or person.  
*Eg:* One must love one's country.  
Anyone can come to me.  
All are allowed.
9. **Relative Pronoun:** These pronouns refer back to the noun or pronoun going before them.  
*Eg:* This is the man, who stole my purse.  
*R.P*  
 This is the boy, whose father is dead. (**Relative Pronoun (R.P)**)  
*R.P.*  
 This is the boy, whom the teacher provides.  
*R.P*  
 This the house, that jack built.  
*R.P.*  
 This is the horse, which won the race.  
*R.P*
10. **Interrogative Pronouns:** These are used for asking questions.  
*Eg:* Who made this mistake?  
Whom do you like?  
What is your name?  
Which is your favourite game?
11. **Reciprocal Pronouns:** These are used to express mutual relationship.  
*Eg:* Each other, one another  
 They talk to each other  
 between two  
 Children give one another  
 more than two.

## ADJECTIVE

**Adjective:** Describing word. (qualifies noun / pronoun)

**Kinds of adjectives:**

1. Adjectives of quality
  2. Adjectives of quantity
  3. Adjectives of number (or) Numeral adjectives
    - a) Definite numeral adjectives.
    - b) Indefinite numeral adjectives.
    - c) Distributive numeral adjectives.
  4. Demonstrative adjective.
  5. Emphasising adjective.
  6. Interrogative adjective.
  7. Exclamatory adjective.
1. **Adjectives of quality:** It says what kind of a person or thing is  
*Eg:* *Ashoka was a great and wise king.*  
*The rose is a beautiful flower.*  
*Mahesh is a handsome boy.*  
*Sita is an honest girl.*
2. **Adjective of quantity:** It shows how much of a thing is intended.

Eg: *A little knowledge is dangerous thing*

Adj N

She had sufficient money.

Half a loaf is better than no bread.

**3. Adjectives of number:** Show how many persons or things are denoted.

Eg: *Many people wants to meet me.*

I bought five bananas.

We sold dozen pens.

**a) Definate numeral adjective:** Ajective that denotes perticular number.

Eg: *Radha has two pens.*

*Devi is in 9th class.*

*Sreeja gave me eleven rupees.*

**b) Indefinate Numeral adjective:** Adjective which does not denotes particular number.

Eg: *Several men came to see the lion.*

*Many people enjoyed the match.*

*Most men have to work hard.*

**c) Destributive numeral adjectives:** Adjective which denotes all members things in a group.

Eg: *Everyman must take his turn.*

*Every man must do his duty.*

*Either pen will do.*

*Neithers statement is true.*

**4. Demonstrative Adjective:** Adjective which point which person (or) thing is meant.

Eg: *I like those mangoes.*

*A certain boy helped her.*

*Such people are dangerous.*

**5. Emphasising adjectives:** Adjective which empahsises.

Eg: *It is my own thing.*

*This is very street I entered in.*

*This is my own dress.*

**6. Interrogative Adjective:** “Wh” question word that is used before noun.

Eg: *Which book do you want to buy?*

*What colour is your dress?*

*Whose purse is this?*

**7. Exclamatory Adjective:**

*What geneous !*

*What an Idea!*

*What a blessing.*

## VERB

**Verb:** Doing word or action word.

There are four verb forms:-

**V1**

**Present Tense**

Travel

Type

Tricked

Urge

**V2**

**Past Tense**

Travelled

Typed

Tricked

Urged

**V3**

**Past Participate**

Travelled

Typed

Tricked

Urged

**V4**

**Present Participle**

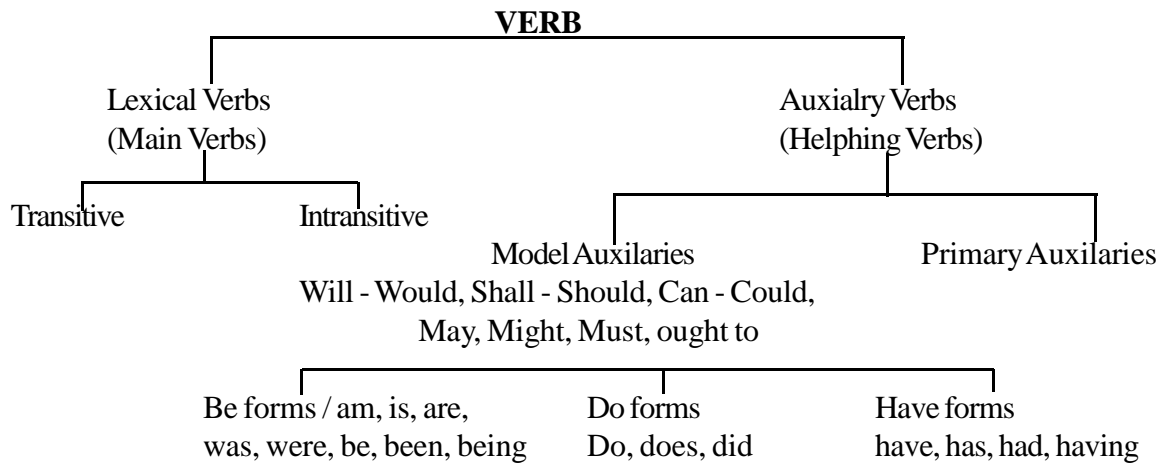
Travelling

Typing

Urging

### CLASSIFICATION OF VERBS





**Transitive Verb:**

Deepa closed the door  
 sub verb obj  
John visits us  
 sub verb obj  
She eats an apple.  
 sub verb obj  
My mother is washing clothes  
 sub h.v m.v obj

The verb which takes an object is called transitive verb.

**Intransitive Verb:**

The children have already slept  
 M.V

The water level is rising  
 M.V.

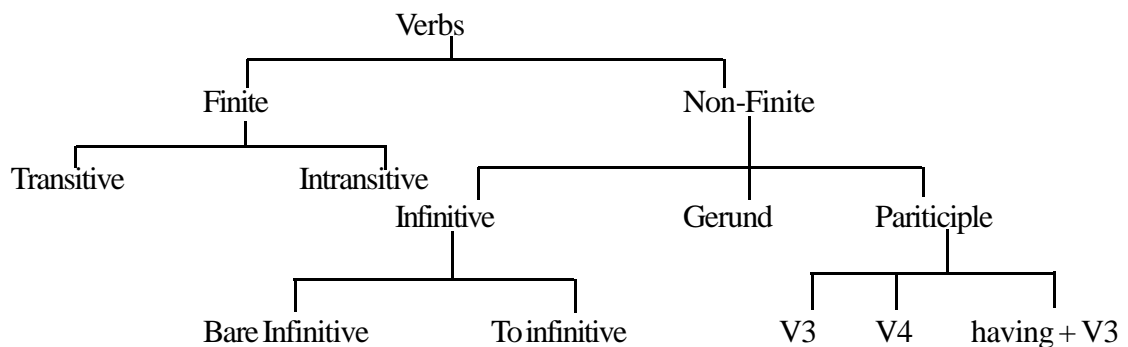
Birds fly in the sky.  
 M.V

The baby is crying  
 M.V.

The verb which does not take an object is called intransitive verb.

- Mono transitive : needs only one object
- ditransitive : needs two objects
- complex - transitive: takes object and complement

**Verbs can also be categorised as finite and non-finite:**



**Finite Verb:** It's simply the main verb.

**Non-Finite Verb:** The form of verb which is not government by the subject and doesn't reflect tense is

called non finite verb.

*Eg:* He went Bombay to get dresses.  
I made him wait at the office.

**Infinitive:** The root form of the verb is called infinitive.

**Bare infinitive:** The root form of the verb without is called bare infinitive. These are used after. Had better, Had rather, Had sooner, would rather, would sooner, sooner than, better.

*Eg:* She made me go.  
I heard her sing.  
You had better consult a doctor.

**To infinitive:** The root form of the verb preceded by to is called to infinitive.

*Eg:* He has to go.  
I brought a gift to present.  
*to + V1 = Infinitive*

**Gerund:** 1) As a subject  
Swimming is healthy exercise.

*Sub = Noun + Verb = Gerund*  
Smoking is injurious to health

*Sub = Noun + verb = Gerund*  
Teaching is my hobby

*Sub = Noun + Verb = Gerund*  
2) As an object  
She likes dancing  
*obj = Noun + Verb = Gerund*

We like singing  
*obj = Noun + Verb = Gerund*  
Everyone must stop smoking  
*obj = Noun + Verb = Gerund*

I like swimming  
*obj = Noun + Verb = Gerund*

3) After a preposition  
He is fond of playing  
*obj = Noun + Verb = Gerund*  
I have no idea of going there  
*obj = Noun + Verb = Gerund*

**Gerund:** Gerund is a V4 form which comes in the place of subject, or in the place of object may be object to a preposition.

**Participle:** It is simply the form of V3, V4 (or) having + V3

- 1) Present Participle (V4)
- 2) Past Participle (V3)
- 3) Perfect Participle (having + V3)

## ADVERB

**Adverb:** Adverb modifies a verb or an adjective or another adverb.

**Kinds of Adverbs:**

- 1) Adverbs of manner.
- 2) Adverbs of place.
- 3) Adverbs of time.
- 4) Adverbs of degree

- 5) Adverbs of number
- 6) Interrogative adverbs.
- 7) Adverbs of frequency
- 8) Relative adverbs.
- 9) Exclamatory adverbs.
- 10) Adverbs of affirmation and negation.

1. **Adverbs of manner:** Show how an action is done.  
 Man acted *wisely*  
 She spent all her wealth *foolishly*  
 The boys played *well*  
 She ran *fast*  
 The soldiers fought *bravely*
2. **Adverbs of Place:** Show where an action is done.  
 The boys are waiting *outside*.  
 We looked for her *every where*  
*Here* and *there* the children ran.  
 She went *in*.
3. **Adverbs of time:** Show when an action is done.  
 She left *early*  
 She will come *tomorrow*  
 He came here *daily*.  
 The doctor came *immediately*.
4. **Adverbs of degree:** Show how much or to what extent an action is done.  
 He was *very* tired.  
 He was *nearly* exhausted.  
 He is *entirely* deaf.  
 He was *some what* pleased.
5. **Adverbs of number:** Show how many times an action is done.  
*Eg:* The boy beat him *twice*.  
 She visited us *once*.  
 We *often* talk to ourselves.  
 He *seldom* came here.  
 I have *never* told a lie.
6. **Adverbs of frequency:** Show how often an action is done.  
*Eg:* Always, often, never, every, seldom, everyday, sometimes, usually, normally, rarely, hardly, scarcely, once / twice.  
 a week, occasionally .....
7. **Interrogative adverbs:** These are used for asking questions.  
*When* did he come?  
*Where* did he go?  
*How* are you?  
*Why* are you late?
8. **Relative adverbs:** These refer back to their antecedents and also join clauses.  
 I don't know *where* she works.  
*Wherever* you go, be a good citizen.  
 When, Where, Why, Whenever, Wherever.
9. **Exclamatory adverbs:**  
 These are used in exclamations to express an extent.  
*Eg:* *How* melodiously she sings !  
*What* a good boy he is!

## 10. Adverbs of affirmation and negation:

These are used to express one's reaction or response to questions. They indicate acceptance / unacceptance Yes / No.

Do you like fish? *Yes* I do.

*No* I don't

## PREPOSITION

**Preposition:** Preposition is placed before a noun or pronoun to its position.

**Kinds of preposition;**

1. Simple preposition.
2. Compound preposition.
3. Complex preposition.

1. **Simple Preposition:** These are one word words.

In, On, At, Till, To, Off, From, For etc.,

2. **Compound Preposition:** These are two syllabled words.

About, Above, Across, Behind, Beside, Against etc.....,

3. **Complex Prepositions:** These are combination of more than one word having the force of a single preposition.

**Eg:** According to, Along with, Infront of, Instead of with regard to, On behalf of, In favour of, On account of etc.....,

## CONJUNCTION

**Conjunction:** Connecting word, or joining word.

**Kinds of conjunctions:**

1. Co-ordinating conjunctions.
2. Co-relative conjunctions.
3. Sentence connectors.
4. Subordinative conjunctions.

1. **Co-ordinating Conjunctions:** Conjunctions that are used in compound sentences are called coordinating conjunctions.

**Eg:** And, But, Or, For, Yet, Still, So.....

2. **Co-relative Conjunctions:** These are called co-relative because they go in pairs.

**Eg:** Both.....And, Not only.....But also, Either.....or, Neither.....nor.

3. **Sentence Connectors:** These are used to concern the meaning / ideas of the sentences they connect.

**Eg:** Besides, Also, Hence, However, Then, Thus, On the other hand.

4. **Subordinating Conjunctions:** Conjunctions that are used in complex sentence are called subordinating conjunctions.

**Eg:** *After, Though / Although, As, Because, Before, If, That, Unless When, Where, While, As soon as, So that, As if, incase, No sooner.....Than, Scarcely.....When, Hardly.....When, Yet, Whether.....Or*

## AN INTERJECTION

It is used to express sudden or strong emotions, feelings.

*Eg:* Oh! It is surprising.  
Hurrah! We have achieved.  
Hush!  
Alas!  
Oops!  
Hey!

## TENSES

**Tense:** Tense is nothing but time.

There are 3 types of tenses: -

1. Present Tense
2. Past Tense
3. Future Tense

**Present Tense:** It refers present time. Therefore divided into 4 forms.

1. Simple Present Tense.
2. Present Continuous Tense
3. Present Perfect Tense.
4. Present Perfect Continuous Tense.

### Simple Present Tense:

**Structure:** Sub + V 1 (s) (es) + Obj / Complement.

I go to movie.  
We go to movie.  
You go to movie.  
He goes to movie.  
She goes to movie.  
It goes to movie.  
They go to movie.

### Other Forms:

**Structure:** Sub + do / does + V1 + O / Complement

I do go to movie.  
We do go to movie.  
You do go to movie.  
He does go to movie.  
She does go to movie.  
It does go to movie.  
They do go to movie.

**Neg** *Sub + do / does + not + V1 + O / C*

I do not go to movie.  
We do not go to movie.  
You do not go to movie.  
He does not go to movie.  
She does not go to movie.  
It does not go to movie.  
They do not go to movie.

**Inte:** *Do / Does + sub + VI + O / L*

Do I go to movie?

Do we go to movie?

Do you go to movie?

Does he go to movie?

Does she go to movie?

Does it go to movie?

Do they go to movie?

**Usage:** *It is used to express*

1) Habitual actions , 2) Universal truths, 3) Proverbs.

**Present Continuous Tense:**

**Structure:** Sub + am / is / are + V4 + O / C

I am posting a letter.

We are praying to god.

You are praising them

He is presenting gift.

She is preventing disease.

It is printing the documents.

They are proving them.

**Structure : Neg:**

**Sub + is / am / are + not + V4 + O / C**

I am not posting a letter.

We are not praying to god.

You are not praising them.

He is not presenting a gift.

She is not preventing diseases.

It is not printing the document.

They are not proving them.

**Interrogative: Am / Is / Are + Sub + V4 + O / C?**

Am I posting a letter?

Are we not praying to god?

Are you not praising them?

Is he not presenting a gift?

Is she not preventing diseases?

Is it not printing documents?

Are they not proving them?

**Usage:** It is used to express an action which is going on at the time of speaking.

**Eg:** Children are talking to their teacher.

They are preparing for an exam.

**Present Perfect Tense:**

**Str:** *Sub + have / has + V3 + O/C*

I have punished children.

We have pulled a tree.

You have pushed me.

He has quarrelled with his friend.

She has quit an institution.

It has quoted some words.

They have raised income.

**Neg:** *Sub + have / has + not + V3 + O/C*  
 I have not punished children.  
 We have not pulled a tree.  
 You have not pushed me.  
 He has not quarrelled with his friend.  
 She has not quit an instution.  
 It has not quoted some words.  
 They have not raised income.

**Int:** *Have / has + sub + V3 + O / C?*  
 Have I punished children?  
 Have we pulled a tree?  
 Have you pushed me?  
 Has he quarrelled with his friend?  
 Has she quit an institution?  
 Has it quoted some words?  
 Have they raised income?

**Usage:** It is used to express just completed actions.

### **PRESENT PERFECT CONTINUOUS TENSE**

**Stru :** *Sub + have / has + been + V4 + O / C*  
 I have been realising my dream.  
 We have been reducing the work.  
 You have been refusing our proposal.  
 He has been regretting for mistake.  
 She has been repairing her watch  
 It has been reporting the matter.  
 They have been reserving tickets.

**Neg :** *Sub + have / has + not + been V4 + O / C.*  
 I havve not been realising my dream.  
 We have not been redusing the work.  
 You have not been refusing our proposal.  
 He has not been regretting for mistake.  
 She has not been repairing her watch.  
 It has not been reporting the matter.  
 They have not been reserving tickets.

**Int :** *Have / Has + Sub + been + V4 + O / C?*  
 Have I been realising my dream?  
 Have we been reducing the work?  
 Have you been refusing our proposal?  
 Has he been regretting for mistake?  
 Has she been repairing her watch?  
 Has it been reporting the matter?  
 Have they been reserving tickets?

**Usage :** *It is used to express an action which began in the past and is still going on in the present time.*

### **PAST TENSE**

**Past Tense:** It refers completed actions, therefore divided into 4 forms.

1. Simple Past Tense
2. Past Continuous Tense

3. Past Perfect Tense
4. Past Perfect Continuous Tense.

**1. Simple Past Tense:**

**Stru** : *Sub + V2 + O / C*  
 I resigned my job.  
 We rested in the sleeping room.  
 You retired from your job  
 He returned his money.  
 She ruled the country.  
 It satisfied me.  
 They saved us.

**Other Form** : *Sub + did + V1 + O / L*  
 I did resign my job.  
 We did rest in the sleeping room.  
 You did retire from your job.  
 He did return his money.  
 She did rule the country.  
 It did satisfy me?  
 They did save us.

**Neg** : *Sub + did + not + V1 + Obj / Com.*  
 I did not resign my job.  
 We did not rest in the sleeping room.  
 You did not retire from your job.  
 He did not return his money.  
 She did not rule the country.  
 It did not satisfy me.  
 They did not save us.

**Int** : *Did + Sub + V1 + O / C?*  
 Did I resign my job?  
 Did we rest in the sleeping room?  
 Did you retire from your job?  
 Did he return his money?  
 Did she rule the country?  
 Did it satisfy me?  
 Did they save us?

**Usage** : It is used to express an action that completed in the past, or that took place in the past.  
 It is often used with adverbs of the past time like yesterday, two months ago, in June, in 1995, during the war, last month, last week etc.,

- Eg:**
- 1) He passed his examination in 2013.
  - 2) I visited Delhi last month.
  - 3) Raju met his friend yesterday.

**PAST CONTINUOUS TENSE:**

**Stru** : *Sub + Was / Were + V4 + O / C*  
 I was searching for my book.  
 We were separating all things.  
 You were sharing your experience.  
 He was shining bright.  
 She was shocking them.  
 It was shutting doors.



**Neg :** They were signing on the bond.  
*Sub + Was / Were / not + V4 + Obj / Com.*  
 I was not searching for my book.  
 We were not seperating all things.  
 You were not sharing your experience.  
 He was not shining bright.  
 She was not shocking them.  
 It was not shutting doors.

**Inter :** They were not signing on the bond.  
*Sub + Was / Were + Sub + V4 + O / C?*  
 Was I searching for my book?  
 Were We separating all things?  
 Were you sharing your experience?  
 Was he shining bright?  
 Was she shocking them?  
 Was it shutting doors?  
 Were they signing on the bond?

**Usage :** *It is used to express an action which was going on at some time in the past.*

**Eg:** 1) *I was teaching grammar at 10.00 am yesterday.*  
 2) *We were listening to our teacher when we were in the class.*

### **PAST PERFECT TENSE:**

**Stru :** *Sub + had + V3 + O / C*  
 I had skidded down.  
 We had slipped int he ground.  
 You had smiled.  
 He had solved our problem.  
 She had spit upon her.  
 It had stayed here.  
 They had stuck it.

**Neg: Str:** *Sub + had + not + V3 + O / C*  
 I had not skidded down.  
 We had not slipped in the ground.  
 You had not smiled.  
 He had not solved our problem.  
 She had not spit upon her.  
 It had not stayed here.  
 They had not stuck it.

**Inter: Str:** *Had + Sub + V3 + O / C?*  
 Had I skidded down?  
 Had we slipped in the ground?  
 Had you smiled?  
 Had he solved our problem?  
 Had she spit upon her?  
 Had it stayed here?  
 Had they stuck it?

**Usage :** *When two actions took place in the past, the earlier action must be said in past perfect tense and latter action should be in simple past.*

**Eg :** 1) *The train had left before we reached the station.*  
 2) *When I went home my mother had already gone out.*

### **PAST PERFECT CONTINUOUS TENSE:**

- Str** : *Sub + had + been + V4 + O / C*  
 I had been storing the stock?  
 We had been striking the rod.  
 You had been succeeding in the life.  
 He had been sucking milk.  
 It had been suiting to all.  
 They had been suffering from fever.
- Neg** : **Str:** *Sub + had + not + been + V4 + O / C*  
 I had not been storing the stock.  
 We had not been striking the rod.  
 You had not been striving for result.  
 He had not been succeeding in the life.  
 She had not been sucking milk.  
 It had not been suiting to all.  
 They had not been suffering from fever.
- Int** : **Str:** *Had + Sub + been + V4 + O / C?*  
 Had I been storing the stock?  
 Had we been striking the rod?  
 Had you been striving for result?  
 Had he been succeeding in the life?  
 Had she been sucking milk?  
 Had it been suiting to all?  
 Had they been suffering from fever?

**Usage** : *It is used to express an action which began before a certain time and continued up to that time in the past.*

- Eg** : *Kapil Dev had been playing for India till 1994?*  
*Mother Teresa had been serving to the poor till 1997.*  
*My mother had been calling me till I answered her.*

### **FUTURE TENSE**

**Future Tense:** It refers to future actions therefore divided into four forms.

1. Simple Future Tense.
2. Future Continuous Tense.
3. Future Perfect Tense.
4. Future Perfect Continuous Tense.

#### **1. Simple Future Tense:**

- Structure** : *Sub + will / shall + V1 + O / C*  
 I shall suspect you.  
 We shall swallow a fish.  
 You will swim in the river.  
 He will taste the food.  
 She will translate English.  
 It will inspect all.  
 They will travel all over the world.

- Neg** : *Sub + will / shall + not + V1 + O / C*  
 I shall not suspect you.  
 We shall not swallow a fish.  
 You will not swim in the river.  
 He will not taste the food.  
 She will not translate English.  
 It will not inspect us.

**Int** : They will not travel all over the world.  
*Will / shall + sub + V1 + O / C?*  
 Shall I suspect you?  
 Shall we swallow a fish?  
 Will you swim in the river?  
 Will he taste the food?  
 Will she translate English?  
 Will it inspect us?  
 Will they travel all over the world?

**Usage** : *It is used to express an action which is about or still to take place.*  
**Eg** : *I will write my notes.*  
*We shall listen to my teacher.*

### **FUTURE CONTINUOUS TENSE**

**Stru** : *Sub + will / shall + be + V4 + O / C*  
 I shall be filling tubes.  
 We shall be entering the programme.  
 You will be electing a leader.  
 He will be guessing the facts.  
 She will be hating them.  
 It will be grinding.  
 They will be hanging down.

**Neg** : *Sub + will / shall + not + V4 + O / C*  
 I shall not be filling tubes.  
 We shall not be entering the programme.  
 You will not be electing a leader.  
 He will not be guessing the facts.  
 She will not be hating them.  
 It will not be grinding.  
 They will not be hanging down.

**Int** : *Will / Shall + sub + be + V4 + O / C?*  
 Shall I be filling tubes?  
 Shall we be entering the programme?  
 Will you be electing a leader?  
 Will he be guessing the facts?  
 Will she be hating them?  
 Will it be grinding?  
 Will they be hanging down?

**Usage** : *It is used to express an action which will be going on at some time in the future.*  
**Eg** : *1) I will be drawing money.*  
*2) Prahasya will be expecting her father.*

### **FUTURE PERFECT TENSE:**

**Str** : *Sub + will / shall + have + V3 + O / C.*  
 I shall have imposed them.  
 We shall have imitated her.  
 You will have imagined the truth.  
 He will have impressed me.  
 She will have included those metals.  
 It will have increased sum.

**Neg** : They will have injured the birds.  
*Sub + will / shall + not + have + V3 + O / C*  
 I shall not have imposed them.  
 We shall not have imitated her.  
 You shall not have imagined the truth.  
 He will not have impressed me.  
 She will not have included those metals.  
 It will not have increased sum.

**Int** : They will not have injured the birds.  
*Will / shall + sub + have + V3 + O / C?*  
 Shall I have imposed them?  
 Shall We have imitated her?  
 Will you have imagined me?  
 Will he have impressed me?  
 Will she have included those metals?  
 Will it have increased sum?  
 Will they have injured the birds?

**Usage** : It is used to express an action which begin in the future and will be completed by certain time in the future.

**Eg** : They will have left this place  
 We shall have reached our village by tomorrow.

#### **FUTURE PERFECT CONTINUOUS TENSE:**

*Sub + will / shall + have + been + V4 + O / C*  
 I shall have been handling the problem.  
 We shall have been kicking the ball.  
 You will have been heating the water.  
 He will have been mocking all.  
 She will have been insisting the rules.  
 It will have been painting.  
 They will have been permitting them.

**Usage** : It is used to speak an action which begins and continued over a period of time in the future.

**Eg** : We will have been living here for 10 years by 2016.

### **CONDITIONAL CLAUSES / IT CLAUSES**

Conditional clauses are classified into four, on the basis of nature of the conditionals. They are.

- 1) 100% possible conditional.
- 2) Probable conditional clause.
- 3) Improbable conditional clause / Imaginary.
- 4) Impossible (or) unfulfilled conditional clause.

**1. 100% possible conditional clause:** In this, the consequence of “if clause” is 100% possible thus it is called so.

**Eg** : *If clause,* *result (consequence) clause.*  
 If + simple present, simple present.  
 If + sub + V1 + obj / C, sub + V1 + Obj / C  
 If you heat ice, it melts (100% it melts)  
 If you boil water, it becomes vapour.  
 If you leave glass, it will break.

**Usage** : When the result is 100% possible of certain actin we use this conditional clause.

**Type - 1:** **Probable conditional clause:** In this, the consequence of the “if clause” is 80% possible. (likely to happen)

**If clause,** **result (consequence) clause.**

If + simple present, simple future.

If + sub + V1 + obj / C sub + will / shall + V1 + O / C

**Eg :** If you study well, you will get first class.  
If he invites me, I will attend the party.  
If you come late, the teacher will punish.  
If she practises English, she will learn it.

**NOTE :**

**Usage :** In the given sentences, one sentence should be imperative (request, command, order, suggestion, advice.....etc) to do or not to do something.

2) The sentences which are to be transformed should be either in simple present or in simple future tense or both.

3) The words like (or, then only, or else) are omitted.

4) If clause should be followed by comma.

**Eg : 1)** He must study well. Then only he will get first class / If you study well, You will get first class.

**Advice (Future)**

2) Buy one dress. you get another dress free

**Imperative (simple present + Ve) (Future)**

If you buy one dress, you will get another free.

3) Don't go deep into the forest. the wild animals may attack you.

**Imperative Advice**

If you go deep into the forest, the wild animals may attack you.

4) He should have hall ticket or he won't be allowed to enter the exam hall

**Suggestion (Future)**

If he has hall ticket, he will be allowed to enter exam hall.

5) Be confident or you can't succeed.

**(Imperative / Advice) Simple Present**

If you are confident, you can succeed.

**Type - II :** **Improbable / Imaginary condition:** In this condition the consequence is (result clause is) mere imagination, of a viewer, but does not happen in real.

**If Clause,** **result clause.**

If + Simple past, conditional past.

If you studied well, you would get first class.

**If + sub + V2 + obj / complement, Sub + would + V1 + Obj / Com**

If he invited me, I would attend the party.

If you came late, the teacher would punish.

If she practised English, she would learn it.

**NOTE :**

1. Though the clauses are in the past tense, they refer present sense.

2. All subjects in the case of the verb “be” take “were”.

**Eg :** If I were a bird, I would fly.

If he were a doctor, he would treat.

3. If the given sentence is in present and indicates statement or improbability we have to use type - II

4. If the given sentences are negative make them positive (or) positive make them negative.

**Eg:** 1) Today is a working day. I can't go out  
**(simple present statement) (Improbable)**

- If today were not a holiday, I could go out.*
- 2) *He does n't have common sense*, so he behaves so  
(**statement s.p**)  
*If he had any common sense, he would not behave so.*
- 3) *She wastes money now*: *She won't be happy later.*  
(**statement**)  
*If she did not waste money now, she would be happy later.*
- 4) *I don't have enough money, so I can't give you any* *If I had enough money, I could give you some.*
- 5) *She has lost her purse, she is sad. If she did not lose her purse. She would not be sad.*

**Type - III: Impossible (or) Unfulfilled conditional clause.**

Here the conditional clause indicates unfulfillment (or) impossibility of completed action as the time doesn't repeat. It begins with either if or had.

**If clause,**

*If + Past Perfect,*

*If + sub + had + V3 + O / C*

(or)

*Had + Sub + V3 + O / C,*

*If he had invited me,*

*If you had come late,*

*If she had practiced English,*

**result clauses.**

*Conditional Perfect.*

*sub + would + have + V3 + O / C*

*Sub + would + have + V3 + O / C*

*I would have attended the party*

*the teacher would have punished.*

*she would have learnt*

**Note :**

- If the given sentences are in past, we have to use - Type - III*
- If the given sentences are positive transform into negative or if they are negative make them positive.*
- First action should be along with "if".*

**Eg :** *I didn't meet him, I did not tell him the truth.*

(**Both are in past**)

*If I met him, I would have told him the truth.*

- He couldn't contest in the election as he was arrested.*

**Ans.** *If he had not been arrested, he could / would have contested in the election.*

- I didn't have the visiting card he was not allowed to meet the President.*

**Ans.** *If I had the visiting card, I would have been allowed to meet the President.*

- I didn't know of your arrival, so I didn't meet you.*

**Ans.** *If I had known of your arrival, I would have met you.*

- She was not interested in the job, so she stopped going to it.*

**Ans.** *If she had been interested in the job, She would not have stopped going to it.*

## ACTIVE AND PASSIVE VOICE

**Active Voice:** The subject of the verb is does of an action in the active voice.

**Eg :** *Rama killed a snake*  
*sub V2 obj*

**Passive Voice:** The subject of the verb is receiver of an action in the passive voice.

**H.V :- Helping Verb**

**M.V :- Main Verb**

*A snake* *was killed by Rama*  
*Sub H.V M.V3 Obj*

**Changes while transformation:**

- Subject becomes object.

2. Object becomes subject.
3. Verb changes as per the condition.
4. Preposition "by" is added (75%)

**Changes in Pronouns:**

I - Me	He - Him	They - Them
We - Us	She - Her	
You - You	It - It	

**Words which are not followed by preposition "by" are:**

Known - to	contained - in
Alarmed - at	surprised - at
Pleased - with	satisfied - with
Shocked - at	puzzled - at
Wed - to	grown - with etc...

**Eg :** 1) *A sweet perfume filled the room.  
The room was filled with a sweet perfume.*  
2) *Kiran knows me. I am known to Kiran.*

**1. Simple Present Tense:**

**A.V :** Sub + VI (s) (es) + Obj  
**P.V :** Obj + am / is / are + V3 + by + sub

1. I see a dark cloud.  
A dark cloud is seen by me.
2. We like English movies.  
English movies are liked by us.
3. You teach us.  
We are taught by you.
4. He loves Bangra dance.  
Bangra dance is loved by him
5. She eats an apple.  
An apple is eaten by her.
6. It gives energy.  
Energy is given to it.
7. They help me in my studies.  
I am helped in my studies by them.

**2. Present Continuous Tense:**

**A.V :** Sub + am / is / are + V4 + obj  
**P.V :** Obj + am / is / are + being + V3 + by + Sub

1. I am cooking food.  
Food is being cooked by me.
2. We are asking questions.  
Question are being asked by us.
3. You are making dolls.  
Dolls are being made by you.
4. He is speaking Tamil.  
Tamil is being spoken by him.
5. She is doing work.  
Work is being done by her.
6. It is eating a mango.  
A mango is being eaten by it.
7. They are telling fake stories.  
Fake stories are being told by them.

### 3. **Present Perfect Tense:**

- A.V** : *Sub + has / have + V3 + Obj*  
**P.V** : *Obj + has / have + been + V3 + by + sub*  
**A. V** : I have posted the letters.  
The letters have been posted by me.  
**A. V** : We have completed the work.  
The work has been completed by us.  
**A. V** : You have sold the house.  
The house has been sold by you.  
**A. V** : He has brought money.  
Money has been brought by him  
**A. V** : She has given me a chance.  
I have been given a chance by her.  
**A. V** : It has sent me a message.  
A message has been sent to me by it.  
**A. V** : They have met an official  
An official has been met by them.

### 4. **Present Perfect Continuous: (No Passive Form)**

#### 4. **Simple Past Tense:**

- A.V** : *Sub + V2 + Obj*  
**P.V** : *Obj + was / were + V3 + by + sub*  
1. I invented a machine.  
A machine was invented by me.  
2. We loaded the goods.  
The goods were loaded by us.  
3. You mentioned all facts.  
All facts were mentioned by you.  
4. He mixed chemicals.  
Chemicals were mixed by him.  
5. She occupied our land.  
Our land was occupied by her.  
6. It offered an opportunity  
An opportunity was offered by it.  
7. They opposed our proposal.  
Our proposal was opposed by them.

#### 5. **Past Continuous Tense:**

- A.V** : *Sub + was / were + V4 + Obj*  
**P.V** : *Obj + was / were + being + V3 + by + sub*  
1. He was organising a programme.  
A programme was being organised by him.  
2. She was knocking the door.  
The door was being knocked by her.  
3. The dog was licking the bowl.  
The bowl was being licked by the dog.  
4. I was painting a picture.  
A picture was being painted by me.  
5. We were planting saplings.  
Saplings were being planted by us.  
6. You were insisting them.



- They were being insisted by you.
7. They were watching movie.  
Movie was being watched by them.
8. Mahesh was taking loan.  
Loan was being taken by Mahesh.

**6. Past Perfect Tense:**

**A.V** : Sub + had + V3 + obj  
**P.V** : Obj + had + been + V3 + by + sub

1. She had completed her project.  
Her project had been completed by her.
2. They had purchased the books.  
The books had been purchased by them.
3. Lincoln had abolished slavery.  
Slavery had been abolished by Lincoln.
4. India had won the match.  
The match had been won by India.
5. The police had arrested the thief.  
The thief had been arrested by the police.
6. The burglar had stolen valubles.  
Valubles had been stolen by the burglar.
7. She had completed washing.  
Washing had been completed by her.

**Past Perfect Continuous (No Passive)**

**7. Simple Future Tense:**

**A.V** : Sub + will / shall + V1 + Obj  
**P.V** : Obj + will / shall + be + V3 + by + sub

1. Prahasya will teach smiling.  
Smiling will be taught by Prahasya.
2. He will scold me.  
I will be scolded by him.
3. She will lift the luggage.  
The luggage will be lifted by her.
4. The C.B.I will handle this case.  
This case will be handled by the C.B.I.
5. India will win the next world cup.  
The next world cup will be won by India.
6. Ramy will call her mother.  
Mother will be called by her.
7. I will continue the mission.  
The mission will be continued by me.

**Future Continuous Tense: (No Passive)**

**8. Future Perfect Tense:**

**A.V** : Sub + will / shall + have + V3 + Obj  
**P.V** : Obj + will / shall + have + been + V3 + by + sub

1. He will have appreciated her.  
She will have been appreciated by him.

2. She will have avoided the problem.  
*The problem will have been avoided by her.*
3. We shall have cleared the debts.  
*The debts will have been cleared by us.*
4. I shall have sent the parcel.  
*The parcel will have been sent by me.*
5. They will have read the book.  
*The book will have been read by them.*

***Future Perfect Continuous Tense: (No Passive)***

If the given sentence has two objects, that sentence can be transformed into passive voice in two ways.

**Eg:** I gave my teacher a pen  
**obj (1) Obj (2)**  
My teacher was given a pen by me.  
A pen was given to my teacher by me.

- 2) Karthik has offered Vivek a bunch of grapes  
**Obj (1) Obj (2)**

Vivek has been offered a bunch of grapes by Karthik.  
A bunch of grapes have been offered to Vivek by Karthik.

- 3) She gave me a book.  
*A book was given to me by her / I was given a book by her.*
- 4) We gave him five rupees.  
*Five rupees were given to him by us / He was given five rupees by us.*
- 5) She told us a story.  
*A story was told to us by her / We are told a story by her.*
- 6) He teaches us English.  
*English is taught to us by him / We are taught English by him.*
- 7) The teacher gave him a prize.  
*A prize was given to him by the teacher / he was given a prize by the teacher.*

***Interrogative Sentences: Active to Passive***

*These are of two types:*

1. Auxiliary questions (type)
2. "Wh" type questions.

1. **Auxiliary type questions:** Begin with Auxiliary verb. In case of (am / are / is / are / was / were)

**Stru :** ***Aux. Verb + Sub + Main Verb (V1, V2, V3, V4) + Obj***  
***Aux. Verb + Obj + being + Main Verb (3) + by + Sub***

1. Are you preparing an exam?  
Is an exam being prepared by you?
2. Were we asking questions?  
Were questions being asked by us?
3. Was I electing a leader?  
Was a leader being elected by me.

In the case of (Do, Did, have)

- Stru** : *Who + V2 + obj*  
**Active** : *Who broke this slate?*  
**Stru** : ***By whom + was / were + obj + V3?***  
*By whom was this slate broken?*  
**Why + did + sub + V1 + obj?**

**A.V**

2. ***Why did she insult us?***  
**Why + was / were + obj + V3 + by + sub?**

**P.S.**

Why were we insulted by her?

3. ***How did he win the prize?***  
*How + did + sub + V1 + obj?*  
**How + was + were + obj + V3 + by + sub?**

**P.S.**

How was the prize won by him?

4. ***Who teaches you English?***  
**A.S:** *Who + V1 + Obj (1) + Obj (2)*  
**P.S:** ***By whom + is / are + Obj (1) + V3 + Obj (2)***  
*By whom are you taught English?*

5. ***Who + will + V1 + Obj?***  
**A.S.** *Who will punish you?*  
**P.S.** ***By whom will + obj + be + V3?***  
*By whom will you be punished?*

6. ***Who will blame her?***  
**P.S.** *Who + will + V1 + Obj?*  
*By whom will she be blamed?*

### **IMPERATIVE SENTENCE:**

**Commands, Orders, etc.....**

It begins with a verb.

- Eg:** **A.S** : *Verb + Obj + Complement*  
**P.S** : *Let + Object + Be + V3*

1. **A.V** *Ask them to come here?*  
*Let them be asked to come here.*
2. **A.S.** Open the door.  
**P.S** Let the door be opened.
3. **A.S** Call the police.  
**P.S** Let the police be called.
4. **A.S** Give the orders to open the fire.  
**P.S** Let the orders be given to open the fire.

### **ADVICE OR SUGGESTION**

- A.S.:** *Sub + Obj.....*  
**P.S.:** *Obj + should / must + be + V3*

1. Take medicine on time.  
Medicine should be taken ontime.
2. Take the wounded to the hospital.  
The wounded must be taken to the hospital.
3. Obey your teachers.  
Your teachers must be obeyed.

**Request:**

**P.S** : You are + requested + to + V1 + com / etc.  
Please give me some more time  
**Eg:** *You are requested to give me some more time.*

2. Kindly grant me a week's leave.  
You are requested to grant me a week's leave.
3. The negative form requires (not to)  
Don't make noise.  
You are requested not to make noise.

**A.V** : *Let + Sub + V1 + Obj*  
**P.V** : *Let + Obj + be + V3 + by + sub*

Let me complete the work.  
Let the work be completed by me.

Let him present the report.  
Let the report be presented by him.

Let her design a new dress.  
Let a new dress be designed by her.

### **INTERROGATIVE SENTENCES**

**Sim. Press** : *Do / Does + Sub + V1 + Obj?*  
*Is / are / am + obj + V3 + by + Sub?*

**Eg:** *Does he sell fruits?*  
*Are fruits sold by him?*

**Pres. Cont.** : *Is / are / am + sub + V4 + Obj?*  
*Is / are / am + obj + being + V3 + by + sub?*  
Is he playing cricket?  
Is cricket being played by him?

**Pre. Perfect** : *Have / Has + Sub + V3 + Obj?*  
*Have / Has + Obj + Been + V3 + by + Sub?*  
Has he suspected by him?  
Has he been suspected by him?

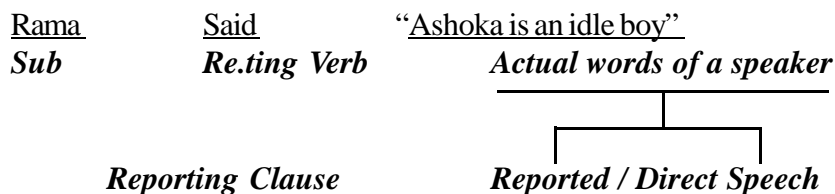
**Sim. Past** : *Did + Sub + V1 + Obj?*  
*Was / were + Obj + V3 + by + Sub?*  
Did you write that poem?  
Was that poem written by you?

**S. Past. Conti** : *Was / Were + Sub + V4 + Obj?*  
*Was / Were + Obj + being + V3 + by + Sub?*

- Were they playing football?  
Was football being played by them?
- Past. Perfect :** *Had + Sub + V3 + Obj?*  
*Had + Obj + been + V3 + by + Sub?*  
Had you completed the work?  
Had the work been completed by you?
- S. Future :** *Will / Shall + Sub + V4 + Obj?*  
*Will / Shall + Obj + be + V3 + by + Sub?*  
Will he paint the door?  
Will the door be painted by him?
- Future. Perfect:** *Will / Shall + Sub + have + V3 + Obj?*  
*Will / Shall + Obj + have + been + V3 + by + Sub?*  
Will he have done the work?  
Will the work have been done by him?

## SPEECH

**Direct Speech:** The actual words of a speaker is said to be in “Direct Speech”



**Note :**

1. The actual words of a speaker are put within (“ ”) inverted commas.
2. Actual words of a speaker is called Direct speech or reported clause.
3. “The verb” in the reported clause is called “reported verb”
4. “Rama said” (sub + V) is called reporting clause.
5. The verb in the reporting clause is called “reporting verb”
6. Reporting clause is separated from reported clause by comma (,)
7. Reported clause begins with a capital letter.

**Rama said that Ashoka was an idle boy:**

**Indirect Speech:** Substitute words of a speaker is said to be in indirect speech.

**Changes in indirect speech:**

**Note :**

- (,) is removed after the reporting clause.
- (“ ”) inverted commas are removed.
- Pronoun change in the verb as per the condition.
- Conjunction “that” is added.
- Beginning of the reported clause is written with a small letter.

**1. Rule - 1**

1. If the reporting verb is in present or Future Tense, the verb in the reported speech is not changed at all.

**Eg :** Bali *says*, “There is no ink in the ink pot”

- Bali says that there is no ink in the ink pot.
2. The teacher *says*, “The boy was lazy”  
The teacher says that the boy was lazy.
3. The Headmaster *says*, “Mohan will fail”

- The Headmaster says that Mohan will fail.
4. Afzal **will say**, "Dinner is ready".  
Afzal will say that dinner is ready.
  5. Rama **will say**, "Nobody was in the room"  
Rama will say that nobody was in the room.
  6. The teacher **will say**, "Harish will pass".  
The teacher will say that Harish will pass.

## 2. Rule - 2

If the reporting verb is in the Past Tense the verb in the reported speech also changed to the past tense.

**Thus:**

### 1. Simple Present Becomes, Simple Past (V1 - V2)

- Direct** : Sita **said**, "Kamala works very hard"  
**In. Direct** : Sita **said** that Kamala worked very hard.  
 Anil **said**, "Rita sings daily"  
 Anil **said** that Rita sang daily.

### 2. Present Continuous - Past Continuous (Am / is / was are were)

- Di. Speech** : He **said**, "Raman is working hard."  
 He **said** that Raman was working hard.  
**In. Di. Speech:** He **said**, "The head master is sleeping"  
 He **said** that the head master was sleeping.

### 3. Present Perfect - Past Perfect - (has / have - had)

1. Gopal **said**, "Hari has done his work."  
Gopal **said** that Hari had done his work.
2. She **said**, "Kamala has written a letter"  
She **said** that Kamala had written a letter.

### 4. Present Perfect Continuous - Past Perfect Continuous (have / has - had)

1. Radha **said**, "She has been singing a song"  
Radha **said** that she had been singing a song.
2. She **said**, "He has been watching a movie."  
She **said** that he had been watching a movie.

### 5. Simple Past - Past Perfect Tense (V2 + had + V3)

1. Hari **said**, "Ashok returned at noon."  
Hari **said** that Ashok had returned at noon.
2. She **said**, "She came at eight"  
She **said** that she had come at eight.

### 6. Past Continuous - Past Perfect Continuous (was / were - had been)

1. He **said**, "All were laughing at the teacher"  
He **said** that all had been laughing at the teacher.
2. Rama **said**, "All the boys were singing"  
Rama **said** that all the boys had been singing.

### 7. Past Perfect Tense - No change

1. Raju **said**, "He had organised a game."  
Raju **said** that he had organised a game.

### 8. Past Perfect Continuous - No Change:

1. Snehitha said, "Her sister had been preparing a dish."  
Snehitha said that her sister had been preparing a dish.

**Change in the models.**

Will	-	Would
Shall	-	Should
Can	-	Could
May	-	Might
Must	-	Had to

- 1) Eg : He said, "The boy will pass"  
He said that the boy would pass.
2. I said, "I shall get 100% marks."  
I said that I should get 100% marks.
3. The teacher said, "He can succeed."  
The teacher said that he could succeed.
4. Rahul said, "she may help you"  
Rahul said that she might help you.
5. His friend said, "He must go."  
His friend said that he had to go.

**Rule - 3**

If the reported speech contains some universal truths, habitual facts or proverbs the tense in the reported clause is not changed.

- Eg : The teacher said, "Honesty is the best policy"  
The teacher said that honesty is the best policy.
2. He said, "The earth moves round the sun."  
He said that the earth moves round the sun.
3. She said, "God loves all creatures."  
She said that god loves all creatures.

**Rule - 4**

Pronouns of the first person (I, we, me, mine, myself etc....) in direct speech are changed in indirect speech to the same person as the subject of the introductory verb.

- Eg : John said, "I am busy."  
John said that he was busy.
2. She said, "I have done my work"  
She said that she had done her work.
3. He said, "I shall do my best."  
He said that he would do his best.
4. I said, "I will not go there."  
I said that I would not go there.

5. He said, "The girl calls me"

I said that the girl called him.

### Rule - 5

*Pronouns of the second person in Direct Speech are changed in Indirect Speech to the same person as the noun or pronoun which comes after the introductory verb: [said to - told]*

1. Hari said to me, "You are wrong"  
Hari told me that I was wrong.
2. Ali said to Ashok, "You are a good boy."  
Ali told Ashok that he was a good boy.
3. Sita said to Kamala, "You are a good girl."  
Sita told Kamala that she was a good girl.
4. John said to him, "You have not done your work"  
John told him that he had not done his work.
5. James said to her, "You have done your duty."  
James told her that she had done her duty.

### Rule - 6

*Pronouns of the "Third Person in Direct Speech" remain the same in Indirect Speech.*

1. Harish said to me, "He is ill"  
Harish told me that he was ill.
2. He said to me, "she was right"  
He told me that she had been right.

If noun or pronoun is not given after introductory (Responding) verb.

You may become I / We / She / He

Your may become - My / Us / His / Her

### Rule - 7

*When transforming a sentence from Direct to Indirect Speech words showing "nearness" are changed into words showing distance.*

<b>Now</b>	-	<b>Then</b>	<b>Here</b>	-	<b>There</b>
<b>This</b>	-	<b>That</b>	<b>Ago</b>	-	<b>Before</b>
<b>These</b>	-	<b>Those</b>	<b>Today</b>	-	<b>That day</b>
<b>Tomorrow</b>	-	<b>the Next day</b>			
<b>Yesterday</b>	-	<b>The day before (or) the previous day</b>			
<b>Last night</b>	-	<b>The night before (or) The previous night</b>			
<b>Last week</b>	-	<b>The week before (or) the previous week.</b>			

- Eg* ; John said, "I am busy now"  
John said that he was busy then.
2. He said, "I have seen this girl."  
He said that he had seen that girl.
  3. I said, "These mangoes were sweet".  
I said that those mangoes are sweet.
  4. Hari said, "The boy is here"  
Hari said that the boy was there.
  5. He said to me, "I finished the work long ago"  
He told me that he had finished the work long before



6. Gopal said, “**Today** is a fine day”  
Gopal said that **that day** was a fine day.
7. He said, “Ali may come **tomorrow**”  
He said that Ali might come **the next day**.
8. She said, “This happened **yesterday**.”  
She said that that had happened **the previous day**.
9. Raman said, “I went to the cinema **last night**”  
Raman said that he had gone to the cinema **the previous night**.
10. Shyamala said, “she went to Hyderabad **last week**”  
Shyamala said that she had gone to Hyderabad **the previous week**.

**Rule - 8**

*Transformation of Imperative sentences from Direct Speech to Indirect Speech.*

**Commands & Requests:**

**Note :** The reporting verb is changed to request, command, order, advise or some other word suiting the sense.

2. The verb in the reported speech is put in the infinitive (to + V1)

1. I said to Krishna, “Please give me your books”  
I requested Krishna to give me his book.
2. “Leave this place”, said the teacher to the boys.  
The teacher ordered the boys to leave that place.
3. He said to the magistrate, “Pardon me”  
He begged the magistrate to pardon him.
4. The teacher said, “work hard, Rama”  
The teacher advised Rama to work hard.
5. He said, “Be quiet and listen to me”  
He commanded them to be quiet and listen to him.

**Rule - 9:**

*Transformation of interrogative sentences from Direct to Indirect Speech.*

**Note :**

1. The reporting verb is changed to ask or enquire.
2. “Whether” or “if” is used when the interrogative sentence begins with an auxiliary verb.
3. No new connective is used if the interrogative sentence begins with who, whose, whom, which, what, how, when or why.
4. The interrogative form is changed to statement.

1. He said to me, “Where are you going”  
He asked me where I was going.
2. Rama said to her, “How old are you”?  
Rama asked her how old she was.
3. The police said to the begger, “Why are you crying”  
The police asked the begger why he was crying.
4. Hari said, “How much money have you in your pocket?”  
Hari inquired how much money I had in my pocket.
5. She said to me, “Have you done your work?”  
She asked me if I had done my work.

6. Mohan said to me, "Do you play cricket."  
Mohan asked me if I played cricket.

**Rule - 10:**

*Transformation of Optative sentences (wishes) and exclamatory sentences from "Direct" to Indirect Speech (Exclamations and wishes)*

**Note :**

- ◆ The reporting verb is changed into wish, exclaim, pray, bless, curse etc.....
  - ◆ The words showing exclamation such as alas! Hurrah! etc.... are omitted.
  - ◆ The sign of exclamation is Omitted.
1. They said, "Hurrah! We have won the match."  
They exclaimed happily that they had won the match.
  2. She said to him, "May you live long."  
She wished that he might live long.
  3. He said, "Alas; I am undone"  
He exclaimed sadly that he was undone.
  4. She said to her, "May god bless you!"  
She prayed that God might bless her.
  5. She said, "O God; forgive me"  
She prayed God to forgive her.

## FIGURES OF SPEECH

Jewels add beauty to us. In the same way figures of speech add beauty to language. There are many figures of speech in English let us see some.

1. *Simile*
2. *Metaphor*
3. *Personification*
4. *Hyperbole*
5. *Extreme Imagination*
6. *Pun*

1. **Simile:-** In this figure speech we compare two different things. There is some common point in them. That common point may be in size, shape or lustre etc.... words / like/ as/ and /so /are used in the sentence.

**Eg:** 1) Her face is like a moon.

In the above sentence, her face is different from moon. Moon is round and her face is round. Moon shines and her face also shines. Here shape and lustre are common points. There is a word "like" in the sentence thus it is simile.

- 2) The cloud look like cotton balls clouds are compared to cotton balls. The common point is whiteness there is the word "like" in the sentence.
- 3) The edge of the snow shovel is sharp like a knife.  
The edge of the snow shovel is compared to a knife. The common point is sharpness. There is the word "like" in the sentence.
- 4) The minister is cunning like a jackal. Minister is compared to a Jackal. The common point is cunningness there is the word like in the sentence.
- 5) He is black like a crow.

“He” is compared to crow. The common point is blackness. There is the word “like” in the sentence.

- 6) He posed like a rich man.

“He” is compared to a rich man. The common point is richness. There is the word “like” in the sentence.

## 2. **Metaphor:**

This is called, “Implied simile” (Indirect way, of simile). In this figure of speech, we don’t find that one thing is like the other both things are thought to be one. But comparison is found in the meaning.

**Eg:** 1) *He is a lion on the battle field.*

In this sentence “he” compared to a lion. But we do not find words like “like, as, so” etc...

- 2) Language is the art of concealing thought.

In this sentence language is compared to art. Thus it is Metaphor.

3. Life is a long journey.

Life is compared to a long journey. The common point is length. There is no word “like, as, so” etc... in the sentence.

- 4) The waves thundered on the shore.

Here the breaking of waves are compared to a thunder. The common point is sound of thunder. There is no word, “like etc..” in the sentence.

- 5) My life is a dream.

Life is compared to a dream. The common point is (temporary). There is no word “like etc

- 6) Time is money

Time is compared to money. Both are precious. The common point is value. There is no word “like etc..” in the sentence.

- 7) The captian is a rock.

Captian is compared to a rock. The common point is strong determination. There is no word “like etc...”

**III. Personification:** In this figure of speech life less things are thought of as having life. We can call abstarct nouns in this way. That means lifeless things are given human form and called as such.

**Eg:** 1) Death lays his icy hands on kings.

Here “death” is said to be a human being having icy hands.

- 2) O, Thoughts ! Where are you flying?

Thoughts are lifeless things but they are said to be having life.

- 3) O, River! please convey my message to my children.

River is lifeless but said to be living Thoughts are lifeless things but they are said to be having life.

- 4) O, Tree don’t speak ill of me.

Tree is lifeless but said to be living

- 5) Radio stopped singing and continued to stare at me.

Radio is lifeless but said to be having life.

- 6) The picture in the magazine shouted loudly picture has no life but said to have life.

**IV. Hyperbole:** In this figure of speech an ordinary thing is over emphasized and said to be very great. We can say that it is an over statement. It gives emphasis.

**Eg:** If the river were dry, I will fill it with tears.

It is not possible to fill a dry river with tears. So it is an exaggeration.

2. All the rivers can not wash my sin.

- The sin is so great that all the rivers can not wash it.
3. The buidlings in the city are touching the sky.  
Buildings are so high that they are touching the sky.
  4. I am so hungry that I can eat a horse.  
Hungry is so great that I can eat a horse.
  5. He ran faster than the speed of light.  
The speed is so fast that he ran faster than speed of light.

6. I waited for you for centuries.

Waiting took place for centuries. Tha means waited for a very long time.

**V. *Extreme Imagination:*** Imagining with the help of a thing, a cause or an affect is done in the figure of speech

**Eg:** 1) The darkness emerged due to the smoke from the fire of seperation.

In this sentence “darkness” is black in colour and smoke is also black in colour. The smoke came from the fire of speration. So darkness and smoke are black. The darkness is imagined as smoke.

2. If wishes were horses, I would ride on them.

Wishes can never be horses. This is not possible. It is only imagination.

3. There are pearls on the lotus leaves Pearls can never be on the lotus leaves. They are water drops. Water drops are thought to be pearls.

4. The fire is the fire from the third eye of Shiva.

Every fire does not come from the third eye of Siva. it is imagined.

5. The light in the room came from the face of the handsome child.

Light does not come from the face. The idea is that child’s face is bright.

6. The lightening came from the shining of his teeth.

Lightening does not come from teeth. It means the teeth shining like lightening.

**VI. *Pun:*** In this figure of speech a word in it have many meanings.

**Eg:** 1) Is life worth living ! It depends upon the liver.

The word liver has 2 meanings. One is a person who lives. Another is the gland liver.

2. An ambassador is one who lies abroad in this lies has two meanings. One is “living” and the other is “telling lies”

3. He came exactly to the point. Point means destination as well as conclusion.

4. Two hats were hanging on a hat rack in the hall way. One hat said to the another “You stay here; I will go on a - head”

Here a - head means one head and also forward.

5. Do you know why it is easy for a hunter to find a leopard? Because a leopard is always spotted.  
There are two meanings for the word “spotted” One is having spots, the other is found. A leopard is always spotted.

6. A small boy swallowed some coins. He was taken to the hospital. His grand mother telephoned to ask how he was. A nures replied “No change yet!”

Here change means one rupee coins 2) change of condition.

### ***DEGREES OF COMPARISION***

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Tall	Taller	Tallest
Young	Younger	Youngest
Sweet	Sweeter	Sweetest
Thick	Thicker	Thickest
Brave	Braver	Bravest
White	Whiter	Whitest
Good	Better	Best

Bad	Worse	Worst
Little	Less	Least
Much	More	Most
Old	Older	Oldest
	Elder	Eldest
Faithful	More faithful	Most faithful
Beautiful	More beautiful	Most Beautiful
Industrious	More industrious	Most Industrious
Courageous	More courageous	Most courageous
Happy	Happier	Happiest
Merry	Merrier	Merriest
Lazy	Lazier	Laziest
Heavy	Heavier	Heviest

The comparison is classified into three degrees based on their level. They are

- ō *Possitive Degree*
- ō *Comparative Degree*
- ō *Supurlative Degree*

We can transform sentences from positive to comparative, comparative to supernative and supernative to possitive without the change in meaning.

#### Model - I

If the given superlative degree has singular noun, the following method can be used.

Positive	Comparative	Superlative
No other....+ so + adj (1) + as	Adj (2) + than any other	The + adj (3)

**Stru: S.D:** *Sub + is / was + the + adj (3) + singular noun + comple*

Ravi is the tallest boy in the class.

**C.D. :** *Sub + is / was + adj (2) than anyother + sing. Noun + comple.*

Ravi is taller than anyother boy in the class.

**P.D :** *No other + sing. Noun + comple + is / was + as + adj (1) + as*

No other boy in the class is so tall as Ravi.

**S.D :** This Church is the biggest in one Mumbai.

**C.D :** This Church is bigger than any other in Mumbai.

**P.D :** No other Church is as big as this in Mumbai.

2. **S.D:** Australia is the largest island in the world.

**C.D:** Australia is larger than any other island in the world.

**P.D:** No other island in the world is as large is Australia

3. **S.D:** Iron is the most useful of all metals

**C.D:** Iron is more useful than any other metals.

**P.D:** No other metals are as usefu as iron.

4. **S.D:** Sachin is the best cricketer in the world.

**C.D:** Sachin is better than any other cricketer in the world

**P.D:** No other cricketer is as good as Sachin in the world.

5. America is the richest country.

- C.D:** America is richer than any other country.  
**S.D:** I am the strongest boy in the class.  
**P.D:** No other country is as rich as America.  
**C.D:** I am stronger than any other boy in the class.  
**P.D:** No other boy in the class is as strong as I am.

**Model - II**

If the given superlative degree has plural noun, the following method can be used.

Positive	Comparative	Superlative
Very few + as + adj (1) + as	Adj (2) than many (or) most other	One of the + adj (3)

◆ Here we compare one to many.

**S.D:** *Sub + is / was + one of the + adj (3) + plu. no + (com)*  
 English is one of the easiest subjects.

**C.D:** *Sub + is / was + adj (2) + than many other + plu. Noun.*  
 English is easier than many other subjects.

**P.D :** *Very few + plu. noun + are / were + so + adj (1) + as + sub*  
 Very few subjects are as easy as English.

1. Rahul is one of the best singers.  
 Rahul is better than many other singers.  
 Very few singers are as good as Rahul.

2. Bible is one of the holiest books in the world.  
 Bible is holier than many other books in the world.  
 Very few books in the world are as holy as Bible.

Lion is one of the most courageous animals.

**C.D:** Lion is more courageous than many other animals.

**P.D:** Very few animals are as courageous as Lion

**Model - III**

If the given superlative is in negative form the following method can be used.

Positive	Comparative	Superlative
Some other + atleast + as + adj (1) + as	Not + adj (2) + than some other	Not + the + adj (3)

Here the comparison is one to not many

**Eg: Structures:**

**S.D:** *Sub + is / was + not + the + adj (3) + singular . noun + complement.*  
 The Godavari is not the longest of all the rivers.

**C.D :** *Sub + is / was + not + adj (2) + than + some other + plu. Noun*  
 The Godavari is not longer than some other rivers.

**P. D :** *Some other + Plu. Noun + are / were + atleast + as / so + adj (1) + as + sub*  
 Some other rivers are atleast as long as the Godavari

1. Shalini is not the most beautiful girl of all girls.

*Sub + is / was + not + the + adj (3) + sing. noun + of all + plu. noun*  
 Shalini is not more beautiful than some other girls.

*Sub + is / was + not + adj (2) + than some other + plu. noun*  
 Some other girls are atleast so beautiful as Shalini.

2. Alchohal is not the most dangerous drink of all drinks.  
 Alchohal is more dangerous than some other drinks.  
 Some other drinks are atleast as danger as alchohal.

3. Mahesh is not the bravest fall.  
**C.D:** Mahesh is not braver than some other.  
**P.D:** Some other people are atleast as brave as Mahesh.

**Model - IV**

When comparison is between two persons or groups, places things or class, the following method can be used. Here the superlative is not possible.

Positive	Comparative
As + adj (1) + as	Not + adj (2) + than

**Str** : *If the compartive form is in postivie form.*

**Str** : *Sub(1) + is / was / are / were + adj (2) + than + sub (2)*  
 Hari is taller than Giri.

**P.D** : *Sub (2) + is / was / are / were + not + so + adj (1) + as + sub (1)*  
 Giri is not so tall as Hari

a horse runs faster than a deer.

A deer does not run as fast as a horse.

I am cleverer than you.

You are not so clever as I am.

**Model - V**

If the comperative is in negative form.

**Str** : Bengaluru is not bigger than Hyderabad.  
*Sub (1) + is / was / are / were + not + so + adj (2) + as + sub (2)*  
 Hyderabad is atleast as big as Bengaluru

*Sub (2) + is / was / are / were + atleast + so + adj (1) + as + Bang*

2. That room is not more spacious than this room  
 This room is atleast so spacious as that room

3. Rama was not stronger than Krishna.  
 Krishna was atleast so strong as Rama.

**ARTICLES**

The adjectives “a”, or “an” and “the” are usually called “Articles” they are really Demonstrative

Adjectives.

There are 2 types of articles.

1. Indefinite article: **A (or) An**
2. Definite article: **The**

**Indefinite Articles:** It does not point out any particular or definite person or thing. Thus it is called "Indefinite article"

A common noun with a singular number must have an article before it; as a table, an apple.

*The apple is on the table.*

### Use of "A" or "An"

"A" is used

- ◆ Before a word beginning with a consonant: as  
A woman, a year, a hero, a history
- ◆ Before such vowels as have the sound of "Yu": as  
A union, a university, a useful book. a European, a unit.
- ◆ Before the word "one" which begins with the consonant sound of "w a" as  
A one rupee note, such a one, a one-eyed etc....

"An" is used before.

1. Words beginning with a vowel (a, e, i, o, u): as; An ass, an enemy, an engine, an umbrella, an empty bottle etc..
  2. Words beginning with silent "h": as; An hour, an honest man, an heir, an honourable man.
- Definite article: It does point out particular or definite person or thing.

### Use of "the"

1. When we refer to some particular person or thing : as  
**The boys** of this school  
Let us go to the club.
2. When a singular noun is used to indicate a whole class : as  
**The dog** (dogs in general) is a faithful animal.  
**The rose** (roses in general) smells sweet.
3. Before the names of rivers, seas, oceans, gulfs, mountain - ranges, and group of islands.  
The Ganges, the thames, the Godavari, The Red sea, The Indian ocean  
The percisan, Gulf, the Bay of Bengal.  
The Andamans, the Himalayas, the Agra

**Note** : We say: the Punjab, The Deccan, The United States of America.

4. Before the names of newspapers and sacred books: as  
The tribune, the times of India.  
The Amrit Bazar Patrika  
The Vedas, The Ramayana, The Bible, The Quran etc.
5. Before common nouns which are names of things Unique of their kind: as  
**Eg** : **The** earth moves roun **the** sun.  
**The** moon is shining in **the** sky.  
**The** world is full of sorrow.
6. Before the directions.



- The East, The West, The South, The North.*
7. Before the names of races or nations: as,  
*The Hindus, The Muslims, The Christians,*  
The English defeated the French  
But the is not used before the names of languages. Hindi, English etc....
8. Before (superlative) adjectives in the superlative degree and before ordinal numeral adjectives: as  
*Eg* : This is the best book.  
January is the first month.
9. Before an adjective when the noun is understood: as,  
The rich (= rich men)  
The poor (poor people)  
The young, the old, the high, the low etc.....

### ***OMISSION OF THE ARTICLE***

- 1) The article is Omitted before -
  - a) Names of Towns, Cities -  
Delhi, Chennai, Mumbai, Aagra, Jaipur
  - b) Names of countries -  
India, Pakistan, Nepal, Sri Lanka, Myanmar.
  - c) Names of person -  
Ashoka, Akbar, Nehru, etc..
  - d) Names of Mountain Peaks-  
Mount Abu, Mount Everest etc...
  - e) Names of Streets: -  
Victoria street, Mahatma Gandhi Road,
  - f) Names of the days of the week:-  
Sunday, Monday, Tuesday, Wednesday etc.....
  - g) Names of the months of the year:-  
January, February.....November, Decemebr
- 2) Names of materials as:  
Gold, silver, cotton, silk etcc.
- 3) Abstract Nouns used in a general sense: as  
Health is better than wealth.  
Honesty is the best policy.  
Wisdom is preferable to riches.
4. Arts and Sceince: as  
Mathematics  
Painting is fine art  
I do not study Mathematics.

### ***FORMING QUESTIONS AND QUESTION TAGS***

- (i) To write to question tag, we have to look for the auxilory verb in a given statement.

If the given statement is positive the pattern of question tage is negative.

*Eg:* It is raining, isn't it?

+ve statement, Aux + n't + subjective pronoun concerned.

If the given statement is negative the pattern of the question tag is positive.

**Eg:** You are not a doctor, are you?

Negative statement, Aux + so concerned sub pronoun.

*Auxiliary verbs are of two types*

Model Auxiliaries

Shall, Will, Can

May, Might, Should

Would, Could, etc..

Primary Auxiliaries

Do, Did, Have, Has

Had, Am, Are, Is, Was

Were etc..,

*I am ....., Aren't? (Exceptional)*

*I am not ....., am I?*

*You are ....., aren't you?*

*We are not....., are you?*

*He is ....., isn't he?*

*She is not....., is she?*

*It is ....., is n't it?*

*They were....., were n't they?*

*They were not....., were they?*

*I will ....., won't I?*

*You will not....., will you?*

*I have....., Haven't?*

*We have not....., Have we?*

*He has ....., hasn't he?*

*She has not....., has she?*

**S. Present:** Sub + V1 + Obj, Do / Does + n't + C. Subjective pronoun?  
(+ve + statement) -ve Do/Does + subjective pronoun

**S. Past:** Sub + V2 + obj, Did + n't + subjective pronoun?  
+ve statement,

-ve statement, Did + Subjective pronoun

Sub + had + ....., hadn't + sub, pronoun

Sub + must....., mustn't + sub, pronoun

Sub + should ....., shouldn't + sub, pronoun

### **Exercise:**

*Note these exceptions:*

*Let's go to a movie, shall we?*

*Wait an hour, can you?*

*Have some water, will you?*

*Somebody have stolen haven't they?*

*There is a temple in the street, isn't there?*

## **AGREEMENT OF VERB WITH SUBJECT**

**1. The verb agrees with its subject in Number and Person. Thus we say \_\_\_\_**

2. **Two or more Singular Subjects joined by *and* usually take a verb in the Plural; as,**  
 Ashok and his brother **are** here.  
 He and his friend **have** arrived.  
 Leela, Meera and Shiva **go to** the same school.  
 Cotton and jute **grow** in India.  
 He and I **are** cousins.
3. **If two Singular Nouns refer to the same person or thing, the verb must be in the Singular; as,**  
 My friend and guide **is** here.  
 The Magistrate and Collector **has** come.  
 The poet and philosopher **is** dead.
4. **When a Singular Noun or Pronoun is joined to a second Noun by *with* or *as well as*, the Verb is in the Singular; as,**  
 Sita **with** her sisters was present.  
 The Chief **with** all his men was killed  
 Iron **as well as** gold is found in India.  
 I **with** all my friends was there.  
 Rama **as well as** Mohan has passed.
5. **When two or more Subjects in the Singular are joined by *or*, *nor*, *either...or*, *neither....nor*, the Verb is put in the Singular; as,**  
 Tom **or** Peter is to blame.  
**Either** Bali **or** he has passed.  
**Neither** Bali, Hari **nor** Anil has come.  
 Either Rama **or** Hari has passed.  
**Neither** Rama **nor** Hari was present.
6. **But if two Subjects connected by *or*, *nor* are of different numbers or persons, the Verb agrees with the Subject nearest to it; as,**  
**Either** John **or** his friends have done this.  
**Neither** Harry **nor** his parents have come.  
**Either** you **or** he has told a lie.  
**Neither** he **nor** I am guilty.
7. **Either, Neither, each, every, every one, much, a little, many a, must be followed by a Verb in the Singular; as,**  
**Either** of the two boys **has** passed.  
**Neither** of the two boys **works** hard.  
**Each** of those boys **is** intelligent.
- |   |                              |                              |           |          |
|---|------------------------------|------------------------------|-----------|----------|
| <b>Every</b> man, woman and child <b>was</b> happy. | <small>The boy plays</small> | <small>The boys play</small> | I play    | He plays |
| <b>Everyone</b> of them <b>is</b> wrong.            | <small>They play</small>     |                              | They play |          |
- Too much** of everything **is** bad.  
 There **is a little milk** in the pot.  
**Many a** boy **has** failed to do **his** duty.

8. *A few, several, both, many are always followed by a Verb in the Plural; as,*

There *were* only a *few* woman present at the concert.

*Several* of these boys *were* not able to do this sum.

*Both* the boys *have* failed to do this sum.

*Many* of these boys *have* not done *their* work properly.

*Too many* cooks *spoil* the broth.

9. *Study carefully he following examples:*

1. This class of boys and girls *is* very large.

(Why is *is singular*? Because the Subject is *class*, which is *singular*)

2. A great army of soldiers, guns, horses and tanks *was* collected in Nepal.

(Why is *was singular*? Because the subject is *army*.)

### **EXERCISE - I**

**Fill up the blanks in the following sentences with Verbs in the Present Tense:**

1. Thirty days \_\_\_\_\_ September.

2. Two and two \_\_\_\_\_ four.

3. The news \_\_\_\_\_ true.

4. There \_\_\_\_\_ been many showers today.

5. One hundred paise \_\_\_\_\_ one rupee.

6. The cost of these articles \_\_\_\_\_ very high.

7. A large number of boys \_\_\_\_\_ caught copying.

8. He and his friend \_\_\_\_\_ axnious.

9. Here \_\_\_\_\_ Ashok with his father.

10. The father of these children \_\_\_\_\_ an engineer.

### **EXERCISE - II**

**In each of the following sentences, fill p the blank with the verb in agreement with its subject.**

1. The cow as well as the horse \_\_\_\_\_ glass.

2. Iron as well as gold \_\_\_\_\_ found in India.

3. The cost of all these articles \_\_\_\_\_ risen.

4. Rama as well as his brother \_\_\_\_\_ failed.

5. Neither his father nor his mother \_\_\_\_\_ alive.

6. Bali, Harry and Ashok \_\_\_\_\_ the same school.

7. Wood and oil \_\_\_\_\_ lighter than water.

8. Either Tom or John \_\_\_\_\_ done this.

9. Neither he nor I \_\_\_\_\_ present there.

10. The Governor with all his staff \_\_\_\_\_ arrived.

### **EXERCISE - III**

**Say which word is correct:**

1. All the boys in our school \_\_\_\_\_ to the river to swim.

2. Ashok, the tallest of all the boys in our class \_\_\_\_\_ strong.

3. \_\_\_\_\_ these chidren's mother ill?

4. The house belonging to those people not \_\_\_\_\_ very old.

5. Her knowledge of many languages \_\_\_\_\_ wonderful.

6. The quality of these mangoes \_\_\_\_\_ not good.
7. Most of the people living in that little village \_\_\_\_\_ farmers.
8. \_\_\_\_\_ the biggest ship in the world \_\_\_\_\_ to England?
9. This is the only one of his novels that \_\_\_\_\_ worth reading.
10. Neither of the two girls \_\_\_\_\_ allowed to sit on this bench.
11. All work and no play \_\_\_\_\_ Jack a dull boy.
12. Either John or his sister \_\_\_\_\_ to blame.
13. He is one of the greatest leaders that \_\_\_\_\_ ever lived.
14. Neither of them \_\_\_\_\_ invited to the party.
15. Later in the day a large crowd of Pathans \_\_\_\_\_ seen gathering near the police station.
16. Every one of the prisons \_\_\_\_\_ full.
17. Each of these substances \_\_\_\_\_ found in India.
18. The king, with all his ministers \_\_\_\_\_ killed in the explosion.
19. Few people \_\_\_\_\_ able to keep a secret.
20. Much of our work in our school \_\_\_\_\_ very easy.

## 1. INTRODUCTION TO THE SOUNDS OF ENGLISH

### In this unit you will learn:

- ◆ About English phonetics
- ◆ Symbols for vowel sounds in English
- ◆ Symbols for consonant sounds in English
- ◆ About organs of speech
- ◆ About air-stream mechanisms

### ENGLISH PHONETICS

Phonetics (From the Greek word *phone* which means “sound / voice”) is the systematic study of speech sounds and their production, audition and perception. Phonetics can deal with the speech sounds of any language. but for our purpose, we will restrict ourselves to the speech sounds in English. We shall further confine ourselves to British English.

In English, there is no phonetic correction between the letters and their sounds. Look at these examples.

<i>Can</i>	<i>Pace</i>
<i>Creche</i>	<i>Chemistry</i>

The letter **c** in **can** is pronounced as **k** in **king**, whereas **c** in **pace** is pronounced as **s** in **sing**. And **ch** in **creche** is pronounced as **sh** in **ship**, whereas **ch** in **chemistry** is pronounced as **k** in **king**.

In English, there are twenty-six letters but forty-four sounds. The sounds in English are divided into two main categories: the **vowel sounds** and the **consonant sounds**. There are twenty sounds which are subdivided into **monophthongs** or **pure vowels** (twelve) and **diphthongs** or **vowel glides** (eight). The consonant sounds are twenty-four in number.

All these sounds are represented by specific symbols. The source for these symbols is the **international Phonetic Alphabet (IPA)**, a system of transcription which attempts to represent each sound of human speech using symbols.

### PHONETIC SYMBOLS

The phonetic symbols associated with each sound in English are given below. The phonetic sym-

bols used here are the same as those used in *English Pronouncing Dictionary*. (15th Edition) by Daniel Jones. Each symbol is presented with the help of a keyword. Listen to the correct pronunciation of these sounds on the CD and practice them.

### ***VOWEL SOUNDS***

### ***DIPHTHONGS***

### ***CONSONANT SOUNDS***

SYMBOL	KEYWORD
/ /	banana
/a: /	ask
/ɪ/	it
/i: /	eat
/u /	pull
/u:/	pool
/e/	pen
/æ/	cat
//	cut
/:/	girl
//	cot
/:/	caught

SYMBOL	KEYWORD
/eɪ/	<b>eight</b>
/aɪ/	ice
/ɔɪ/	boy
/ɪə/	dear
/eə/	fair
/uə/	pure
/aʊ/	now
//	go

***ORANGE OF SPEECH***

The organs of the human body which produce speech sounds are called organs of speech. The organs of

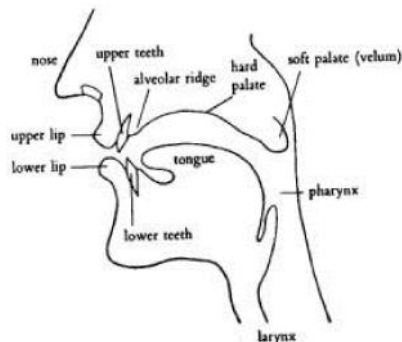
speech can be studied under three systems - articulatory, phonatory and respiratory systems.

	SYMBOL	KEYWORD
Articulatory system comprises of pharynx, oral and nasal cavities. The chief articulators in this system are lips (upper and lower), teeth (upper and lower), hard palate, soft palate / velum, uvula and tongue. The tongue has three parts - tip, blade / front the back.	/p/	page
Phonatory system consists of trachea and larynx. Vocal cords and glottis are situated in the larynx.	/b/	battle
Respiratory system comprises of lungs and bronchial tubes.	/t/	table
<b>Important organs of speech</b>	/d/	doctor
<b>The vocal cords</b>	/tʃ/	child
	/dz/	judge
	/k/	kite
The vocal cords are two elastic folds situated in the Adam's apple. The opening between the vocal cords is called the glottis. The air-system travels upwards from the lungs through the vocal cords.	/g/	gate
	/f/	fan
When the vocal cords vibrate, <b>voiced sounds</b> are produced. Sounds produced without the vibration of the vocal cords are known as <b>voiceless sounds</b> . You can feel the vibration of the vocal cords by saying the sound zzz....., while touching your Adam's apple with your fingers. You cannot feel the vibration of the vocal cords when you say ssss....., while touching your Adam's apple with your fingers. While /z/ is a voiced sound, /s/ is voiceless.	/v/	van
	/θ/	thin
	/ð/	the
<b>The lips</b>	/m/	meet
	/n/	neat
	/y/	bank
Sounds produced with the use of the lips are known as <b>labial sounds</b> . If both the lips are used, the sound is known as a <b>bi-labial sound</b> . If the lips and teeth are used, then the sound is <b>labio-dental</b> .	/h/	hand
	/s/	seat
In the articulation of different sounds lips may be either rounded or spread. For instance, the sound /w/ in <b>we</b> is produced when the lips are rounded and the sound /v/ as in <b>vote</b> is produced when they are spread. For the vowel sounds /i:/ as in <b>sit</b> the lips are spread. But when we pronounce /u/ as in <b>good</b> or /u:/ as in <b>food</b> they are rounded.	/z/	zoo
	/ʃ/	sheep
<b>The Tongue</b>	/z/	measure
	/r/	red
	/l/	late
Among the organs of speech, the tongue is the chief articulator. The tongue has three parts: the tip, the blade and the back. Any one of these three may be used in the production of a sound.	/j/	yes
<b>The Teeth-Ridge</b>	/w/	woman

The teeth-ridge is situated behind the teeth-ridge are known as **alveols**:

### The Palate

The palate forms the roof of the mouth. It is also called the velum. If you run your finger over the palate, hard and the second half,



ed with the tongue touching the

palate and the soft palate which you will find the first half of the

### The Air - Stream Mechanism

For the production of speech we need an air-stream mechanism. There are three types of air-stream



mechanisms.

- a) **Pulmonic** (consisting of the lungs and the respiratory muscles, which set the air-stream in motion)
- b) **Glottalic** (In which the larynx, with the glottis firmly closed, is moved up or down to initiate the air-stream)
- c) **Velaric** (In which the back of the tongue is in firm contact with the soft palate, and it is pushed forward or pulled back to initiate the air-stream)

These air-streams can be **egressive** i.e., the air is pushed out, or **ingressive** i.e., the air is pulled in. For the sounds of English and most Indian languages, we generally make use of pulmonic egressive air-stream mechanism, i.e., the air is pushed out of the lungs.

## 2. DESCRIPTION OF VOWELS AND CONSONANTS

In this unit you will learn about:

- ◆ Vowel sounds
- ◆ Consonant sounds
- ◆ Occurrence of vowel and consonant sounds
- ◆ Minimal pairs
- ◆ The syllable
- ◆ Consonant clusters and vowel sequences.

### Description of Vowel Sounds

Vowels are normally described with reference to the following criteria.

- a) The part of the tongue raised - **front, centre, or back.**
- b) The extent to which the tongue is raised in the direction of the palate - **open, half-open, close and half - close.**
- c) The kind of opening made at the lips - various degrees of lip rounding or spreading.

Take for instance, the vowel sound /ɜ/. While pronouncing it, the centre of the tongue is raised towards the half-open position. The lips are unrounded (neutral). Hence, it can be described as a “central, half-open, unrounded vowel”

### Description of Vowels:

Vowels are produced with the tongue remaining at just one position.

- 1. /ɜ/ /ɜ/ Is long sound look at the diagram. Make your mouth wide, like a smile. Your tongue touches the sides of your teeth.  
Now Target the sound /ɜ/ /ɜ/

*Practice:* See, Agree, Eat, Seat, Team etc...,

- 2. /ɜ/ /ɜ/ Is a short sound. Look at the diagram.  
Make your mouth a bit less wide than for /ɜ/ /ɜ/.  
Your tongue is a bit further back in your mouth than for /ɜ/ /ɜ/ Target sound: /ɜ/ /ɜ/

*Practice:* If, Listen Miss, Dinner, Swim, System busy, etc...,

- 3. /ɜ/ /ɜ/ Is a long sound. Look at the diagram.  
Make your lips into a tunnel shape.

Your tongue is a long way back in your mouth.

Target sound / /

*Practice:* Too, Group, Shee, Blue, Fruit, Juice, Two etc.....,

4. / / Is a short sound: Look at the diagram.  
Your tongue is not so far back as for / /  
Target sound. / /

*Practice:* Full, Sugar, Book, Foot, Would... etc.,

5. / / Is a long sound. Look at the diagram.  
Open your mouth wide. Target sound. / /

*Practice:* After, Afternoon, Ask, Answer, Bath, Bathroom, Can't, Class, Dance, Fast, Father, Glass, etc.....,

6. / / Is a short sound. Look at the diagram.  
Open your mouth wide. Target the sound. / /

*Practice:* Bs, Colour, Come, Cup, Front, Luck, Monday, Month, Mother, Much, Nothing, etc....

7. / / Is short sound. Look at the diagram. Round your lips a little. The front of your tongue is low and towards back of your mouth. Target the sound / /

*Practice:* Bottle, Box, Chocolate. Clock, Coffe, Copy, Cost, Cross, Doctor, Dog, Gone, Got, Holiday....etc.,

8. / / Is a long sound. Look at the diagram.  
Round your lips more than for / /. Target sound / /

*Practice:* All, Ball, Call, Fall, Tall, Wall, Water, Talk, Walk, Autumn, Saw, Caught,....etc.

9. / **i:** / Is a short sound. Look at the diagram.  
Open your qite wide. Target sound: / /

**i:**  
*Practice:* Check, Leg, Letter, Red, Sentence bread, Head, Read, Friend, Any, Many, Again, Said.

10. / **I** / Is a short sound. Look at the diagram.  
Open your mouth wide. Target sound: / /

*Practice:* Ba**i:**, Camera, Factory**I** Hat, Jam, Manager, Map, Plan, Traffic. etc..

11. / / Is a long sound. Look at the diagram.  
To make this sound, your mouth and  
**u:** your tongue should be very relaxed.  
Target the sound: / /

*Practice:* Bird, First, **u:**rday, Circle, Thirty, Word, Work, World, Worse, Turn, Thursday,

etc.....

12. / **ʊ** / A central, half-open, unrounded vowel.

**Description of Diphthongs:** **ʊ** **u:**

During the production of these sounds the tongue glides from one point of articulation to another.

1. / **ɔ:** / Is a long sound. It moves from / **ɔ:** / to / **ɔ:** /. Look at the diagram.

Target sound: / **ɔ:** / **ɔ:**

*Practice:* Real, Beard, Hear, Year, Ear, Clear, Near, Beer, Cheers, Here, We're etc.,

2. / **ʌ** / Is a long sound. It moves from / **ʌ** / to / **ʌ** /. Look at the diagram.

Target sound: / **ʌ** / **ʌ**

*Practice:* Care, Square, Chair, Fair, Hair, Stair, Wear, Where, Aeroplane, etc.

3. / **ɑ:** / Is a long sound. It moves from / **ɑ:** / to / **ɑ:** /. Look at the diagram.

Target sound: / **ɑ:** / **ɑ:**

*Note:* When you hear the sound / **ɑ:** / by itself you say the letter "A"

*Practice:* Age, Came, Plane, Table, Rain, Wait, Day, Play, Say, Grey, Break, Great, Eight, Weight, etc.,

4. / **e** / Is a long sound. It moves from / **e** / to / **e** /. Look at the diagram.

Target sound: / **e** / **e**

*Note:* When you say the sound / **e** / by itself you say the word eye or the letter / **e** /

*Practice:* Like, Time, White, Die, Dry, July, Why, High, Night, Right and Buy, etc...

5. / **æ** / Is a long sound. It moves from / **æ** / to / **æ** /. Look at the diagram.

Target sound: / **æ** / **æ**

*Practice:* Coin, Point, Voice, Boy, Toy, Enjoy, etc.....,

6. / **ɔ:** / Is a long sound. It moves from / **ɔ:** / to / **ɔ:** /. Look at the diagram.

Target sound: / **ɔ:** / **ɔ:**

*Note:* When you say the sound / **ɔ:** / by itself you say the letter "O"

*Practice:* No, Cold, Post, Close, Drove, Home, Phone, Know, Low, Show, Slow, Boat, Toe, etc.....,

**ə**

7. / / Is a long sound. It moves from / / to / /. Look at the diagram.  
 Target sound: / /. It is spelled / / /  
 Practice: How, Now, Vowel, Loud, Mouth, Sound, etc....,

ɪə

## DESCRIPTION OF CONSONANT SOUNDS

The consonant sounds are shown in the table below. Where symbols appear in pairs, the one to the left is voiceless and the one to the right is voiced. The row lists the points of articulation and the column lists the manner of articulation.

ɛə  
 e ə  
 ɛə

ɪə  
 e ɪ  
 ɪə  
 ɪə

To describe consonant fully you must understand:

- Whether it is voiced or voiceless.
- Its place of articulation.
- Its manner of articulation.

### a) Consonants: Voiceless and Voiced

The voiceless consonants in English are /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /h/ and /tʃ/.

The voiced consonants in English are /b/, /d/, /dz/, /g/, /v/, /m/, /n/, /y/, /z/, /z/, /r/, /l/, /j/ and /w/. (All vowel sounds are also voiced)

### b) Consonants: Place of articulation

Bi-labial	/p/, /b/, /m/, /w/
Labiodental	/f/, /v/
Dental	/θ/, /ð/
Alveolar	/t/, /d/, /s/, /z/, /n/, /l/

### The Sound System of English

Post-alveolar	/r/
Palato-alveolar	/tʃ/, /dʒ/, /ʃ/, /ʒ/
Palatal	/j/
Velar	/k/, /g/, /y/
Glottal	/h/

You can understand the terminology, used for describing the place of articulation of consonants, with the help of the following nouns and adjectives.

aʊ	Noun	u	Adjective
lip	Lip	labial	Labial

Teeth	Dental
Palate	Palatal
Soft palate	Palatal
Uvula	Uvular
Pharynx	Pharyngeal
Glottis	Glottal

**C) Consonants: Manner of Articulation**

Positive	/p/, /b/, /t/, /d/, /k/, /g/
Affricate	/tʃ/, /dʒ/
Fricative	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
Nasal	/m/, /n/, /ŋ/
Lateral	/l/
Lateral Approximant	/w/, /r/, /j/

**Description of English Consonants**

- / / Look at the diagrams.  
 Stop the air behind your lips.  
 Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips the paper moves.  
 Target Sound: / /  
**Practice:** Pen, Push, Stop, Happy, Stopping, Piece, Paper, Push, Pull, etc.....,
- / / Look at the diagram.  
 Stop the air behind your lips.  
 Open your lips to release the air.  
 / / different from / / in two ways.  
 1) If you hold a piece of paper in front of your mouth when you open your lips the paper does not move.  
 2) There is vibration from the throat.  
**Practice:** Big, Best, Rob, Robber, Verb, Business, Baby, Bread, Job, Problems, etc.....,
- / / Look at the diagram.  
 1) Stop the air with your tongue behind your teeth.  
 2) Move your tongue down to release the air. If you hold a piece of paper in front your mouth when you move your tongue down, the paper moves.  
 Target the sound: / /  
**Practice:** Tea, Till, Ten, Top, Two, Twenty, Water, Bit, Complete, Eat, Eight, Light, Wait, etc...
- / / Look at the diagram.  
 Stop the air with your tongue behind your teeth.  
 Move your tongue down of release the air.  
 / / is different from / / in two ways.  
 1) If you hold a piece of paper in your mouth when you move your tongue down, the paper does not move.  
 2) There is biration from the throat.  
 Target sound: / / / /

**Practice:** i Day, Deep, Do, Door, Did, Food, Good, Head, Ready, Add, Ladder, Middle, etc...

5. / / Look at the diagrams.  
Stop the air with back of your tongue against the top of your mouth.  
Move your tongue to release the air. If you hold a piece of paper in front of your mouth when you release the air the paper moves.  
Target sound: / /

**Practice:** Car, Cat, Careful, Clean, Close, Colour, Fact, Keep, Key, Kind, Kitchen, Desk, Like, etc...,

6. / / Look at the diagram.  
Stop the air with the back of your tongue against the top of your mouth.  
Move your tongue to release the air.  
/ / is different from / / in two ways.  
1) If you hold a piece of paper in front of your mouth when you release the air, the paper does not move.  
2) There is vibration from the throat.  
Target sound: / /

**Practice:** Garden, Girl, Glass, Gold, Ago, Hungry, Bag, Leg, Egg, Bigger, etc...,

7. / / Look at the diagram.  
There is no vibration from the throat, and you can feel the air on your hand in front of our mouth  
Target Sound: / /

**Practice:** Feel,, First, Cafe, After, Leaf, Off, Coffee, Phone, Autograph, Laugh, etc.....,

8. / / Look at the diagram. There is vibration from the throat; and you can feel less air on your hand in front of your mouth then when you say / /.  
Target the sound: / /

**Practice:** Very, Travel, Every, Have, Leave, etc.....

9. / / Look at the diagram. Make a loose contact between the tongue and the back of the teeth and push the air through the gap. There is no vibration from the throat.  
Target the sound: / /

**Practice:** Thin, Thanks, Thirty, Theatre, Thumb, Thursday, Thirsty, Three, Both, Month, Mouth, North, South. Birthday, etc.....,

10. / / Look at the diagram. Make loose contact between the tongue and the back of the teeth and push the air through the gap. / / is different from / / because there is vibration from the throat.  
Target the sound: / /

**Practice:** This, That, These, Those, Then, They, Father, Mother, Brother, Other, Together, Weather Without, Breathe, With, etc.....

11. / / Look at the diagram. There is some contact between the tongue and the teeth at the sides of the mouth. There is no vibration from the throat.

**Practice:** Sit, Sister, Bus, Class, Glasses, City, Circle, Pencil, Place, Police, Pronounce, Science, Scissor, etc.....,

12. / / Look at the diagram. There is some contact between the tongue and the teeth at the sides of the mouth. / is different from / because there is vibration from the throat.  
Target the sound: / /

**Practice:** Gives, Sisters, Easy, Husband, Roses, Zoo, Zero, Size, Scissors, Jazz, etc.....,

13. / / Look at the diagram. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no vibration from the throat. Target the sound: / /

**Practice:** Shop, Fashion, Cash, Fresh, Wash, Mushroom, Ocean, Machine, Delicious, Special, Sugar, Sure, etc.....

14. / / Look at the diagram. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. / is different from / because there is vibration in the throat.  
Target sound: / /

**Practice:** Television, Vision, Asia, Usually, etc.....,

15. / / Look at the diagram. There is no vibration from the throat. / is like / + / together.  
Target sound: / /

**Practice:** Chips, Choose, March, Which, Future, Question, Catch, Watch, Kitchen, etc.....

16. / / Look at the diagram. Listen and say the sound. There is vibration from the throat. / is like / + / together. / /

**Practice:** / /, Jacket, Jeans, Job, Jet, General, Age, Large, Fridge, etc.....,

17. / / When you say / /, the air comes through your nose, not your mouth. Look at the diagram. Your lips are together, and there is voicing (vibration).  
Target sound: / /

**Practice:** Me, More, Lemon, Swim, Film, Some, Sometimes, Summer, Comb, Autumn, etc....,

18. / / When you say / /, the air comes through your nose, not your mouth. Look at the diagram. Your tongue is pressed against the roof of your mouth behind the teeth and there is voicing.  
Target sound: / /

**Practice:** Evening, Long, Sind, Ding, Singer, Thing, Bank, Thanks, Think, Uncle, Angry, Finger, Hungry, Longer, Single, etc.....,

19. / / Look at the diagram. The air comes through a small gap at the back of the mouth. There is **p** vibration. **I**

Target sound: /            **r**            /

**Practice:** Evening, Long, Sind, Ding, Singer, Thing, Bank, Thanks, Think, Uncle, Angry, Finger, Hungry, Longer, Single, etc.....

20. /            /            Look at the diagram. The air comes through a small gap at the back of the mouht. There is no vibration.

Target sound: /            /

**Practice:** Hat, Here, Help, Hot, How, Behind, Who, Whose, Whole, etc.....

21. /            /            Look at the diagram. The tip of your tongue touches the roof of your mouth just behind the top teeth, the air passes the sides of the tongue and there is vibration.

If you prepare to /            / but breathe in instead of out, you feel cold air on the sides of your tongue.

Target sound: /            /

**Practice:** Learn, Leave, Language, Lovely, Alone, Feel, Help, English, Tall, Well, Yellow, etc....

22. /            /            Look at the diagram. The tip of your tongue points back wards towards the roof of the mouth, there is some contact between the tongue and the teeth at the sides of the mouth, and there is vibration.

Target sound: /            /

**Practice:** Red, Ready, Really, Right, Read, Room, Ferry, Sorry, Wrap, Wrist, Write, Wrote, Written, etc.....

23. /            /            Look at the diagram. /            / is like a very short sound.

Target sound: /            /

**Practice:** Week, Wet, Way, Warm, Well, Weather, Windy, Away, Always, Twelve, Swim, One, Language, Question, What, White, Which, Where, etc.....

24. /            /            Look at the diagram. /            / is like a very /            /.

Target sound: /            /

**Practice:** Yes, Yesterday, Year, Young, Usual, Student, University, New, View, Interview, Beautiful, etc.....

### Occurrence of Sounds In English

Notice the occurrence of vowel and consonant sounds in the words below. Most of the sounds occur in all the three positions (initial, medial and final) in words. However, there are some soudns which do not occur in some positions. For instance, the sound /e/ occurs words initially as in *about* //, **word** medially as in *taboo* //: and word finally as in *mother* /m/, whereas the sound /e/ occurs only word initially as in *end* /end/ and word medially as in *pen* /pen/ but not word finally. Now, listen to the vowel, diphthong and consonant sounds as they occur in word initially, medial or final positions on the CD.

### Vowel Sounds



## Diphthongs

## Consonant Sounds

### Minimal Pairs:

Minimal pairs are pairs of words or phrases whose pronunciation differ at only one segment. This segment can be either a vowel or a consonant sound.

For example: *sheep* and *ship*, *cheer* and *jeer*.

Practice in listening to and identifying minimal pairs will enable you to be accurate in differentiating different sounds. For instance, in a sentence like "There is a sheep on ship," mispronouncing the words *sheep* and *ship* can lead to a funny situation.

Sound the following minimal pairs on the CD and then say them aloud.

- / I /
  - ship
  - sit
  - is
  - it

Vowel	Initial	Medial	Final
/ə/	About	Taboo	Mother
/ɑ:/	Ask	Task	Ear
/ɪ/		Sit	City
/i:/		Seat	Free
/u/	Eat	Put	You
/ʊ/	Open	Pool	True
/e/	Ooze	Pen	
/æ/	End	Cat	
/ʌ/	Apple	hat	heart
/ɜ:/	Up	car	Sir
/ɔ:/	Early	car	cart
/ɒ/	Opt	bad	bard
/ɔ:/	All	Caught	saw
		had	hard

3.	/ /	/ /	4)	/ /	/ /
cut		cart		should	shoed
hut		heart		would	wood
putt		part		gate	fool
much		marsh		nice	pool
				pull	
				bow	
				hearing	dear
5.	/ /	/ /	6)	/ /	/ /
had		head		sharing	fair
dad		dead		during	sure
bad		bed		pen	pin
sad		said		doubt	din
				den	
				close	
				let	lit
				wet	with
7.	/ /	/ /	8)	/ /	/ /
hat		hut		late	let
bat		but		wait	wet
lack		luck		mate	met
sack		suck		bait	bet
9.	/ /	/ /	10)	/ /	/ /
mare		mere		day	dare
bare		beer		hay	hare
hare		hear		hey	hair
dare		dear		they	their
11.	/ /	/ /	12)	/ /	/ / / /
hard		heard		cot	coat
bard		bird		got	goat
card		curd		not	note
lark		lurk		rob	robe
13.	/ /	/ /	14)	/ /	/ /
cot		cut		cut	curt
not		nut		hut	hurt
pot		putt		luck	lurk
lock		luck		suffer	surfer
15.	/ /	/ /	16)	/ /	/ /
pin		bin		seal	zeal
peak		beak		ice	eyes
pill		bill		sip	zip
push		bush		rice	rise
17.	/ /	/ /	18)	/ /	/ /
shine		sign		ten	den
shave		save		set	said
she		see		tip	dip
shake		sake		town	down
19.	/ /	/ /	20)	/ /	/ /
chug		jug		fan	van
chin		gin		leaf	leave

	cheap chain	jeep jane	few file	view vile
21.	/ / vine vest vow	/ / wine west wow	22) / / came cap back	/ / game gap bag
	Type 1 verse	worse	l	/ɑɪ/
23.	/ / rip	lip VC	a	/eɪ/
	rake	lake	an	/æn/
	Type 3 ramp river	lamp CV liver	at	/æt/
	<b>The Syllable</b>	CVC	no	/nəʊ/
	Type 5	try	go	/ɡəʊ/
	The unit that comes next in the hierarchy of speech sounds is the syllable. Every word in English is made up of one or more syllable. To determine the number of syllables in a word, it is better to write the phonetic transcription of the word and then mark syllable-divisions in the transcribed version.	CVC	cat	/kæt/
	Type 6	CCCVC	but	/bʌt/
	A syllable consists of vowels and consonants. The nucleus or the central element of a syllable is normally a vowel sound and the marginal elements are usually consonant sounds. For example in a syllable like <i>cat</i> (/kæt/), the vowel sound represented by the letter “a” is the nucleus.	CCCVC	try	/tɹaɪ/
	Type 7	CCCVC	grow	/ɡrəʊ/
	Here are some examples:	CCCVC	spray	/spreɪ/
	In the word <i>receipt</i> /ri:si:t/, the syllable are /ri:/ and /si:t/.	CCCVC	sprees	/spri:/
	In the word <i>answer</i> /ɑ:nsə/, the syllable are /ɑ:ns/ and /ə/.	CCCVC	spread	/spred/
	In the word <i>about</i> /əbaʊt/, the syllable are /ə/ and /baʊt/.	CCCVC	cream	/skri:m/
	You must notice that in the word <i>about</i> the first syllable is just a vowel. This means that a single vowel sound itself can constitute a syllable.	CCCVC	strange	/streɪndʒ/
	<b>Syllabic Consonant</b>	CCCVC	script	/skɪpt/
	Type 10	CVCC	strands	/strænds/
	In most syllables, the nucleus is a vowel and the marginal elements are consonants. There are, however, some syllables in which the nucleus is a consonant. Such a syllable is called <b>syllabic consonant</b> . Among English consonants:	CVCC	strengths	/streŋθs/
	<i>Certain</i> /ˈtʃɜ:ni:/: The syllables are /tʃɜ:/ and /ni:/. (/ni:/ is a syllabic consonant)	CVCC	tempts	/tempt/
	<i>Bottle</i> /ˈbɒtl/: The syllables are /bɒt/ and /l/. (/l/ is a syllabic consonant)	CVCC	texts	/tekst/
	<b>Types of syllables</b>	CVCC	twelfths	/twelfθs/
	Type 11	CVCC	drenched	/drɛntʃt/
	Using the symbols V and C representing the vowel and the consonant elements respectively, we can analyse the structure of different types of syllables. Analysed below are the types of syllables in English.	CVCC	grasps	/grɑ:spz/
	Type 12	CVCC	breathed	/brɛnd/
	Type 13	CVCC	branch	/brɑ:ntʃ/
	Type 14	CVCC	self	/self/
	Type 15	VCC	and	/ænd/
		VCC	end	/end/

## Consonant Clusters

A consonant cluster is a sequence of two or more consonants which can occur word initially, medially or finally.

### Clusters with two initial consonants:

- |    |     |             |     |               |
|----|-----|-------------|-----|---------------|
| 1. | / / | followed by | / / | please, play  |
|    |     |             | / / | pray, prize   |
|    |     |             | / / | pure, peon    |
| 2. | / / | followed by | / / | blue, blow    |
|    |     |             | / / | breeze, brave |
|    |     |             | / / | beauty        |
| 3. | / / | followed by | / / | try, tree     |
|    |     |             | / / | tune, tube    |
|    |     |             | / / | twinkle, twig |

4.	/	/	followed by	/	/	dry, drum
				/	/	duty, dupe
				/	/	dwel, dwindle
5.	/	/	followed by	/	/	clan, close
				/	/	crowd, cream
				/	/	cute, cube
6.	/	/	followed by	/	/	gland, glass
				/	/	great, green
7.	/	/	followd by	/	/	flask, flower
				/	/	friend, frown
				/	/	fuse, futile
8.	/	/	followd by	/	/	thrill, throw
9.	/	/	followed by	/	/	speed, space
10.	/	/	followd by	/	/	human, huge
11.	/	/	followed by	/	/	muse, music
12.	/	/	followed by	/	/	new, news
13.	/	/	followed by	/	/	shrink, shred

### Clusters with three initial consonants

1.	/	/	followed by	/	/	splendid,	split
				/	/	spray,	sprinkle
2.	/	/	followed by	/	/	stream,	strive
				/	/	stupid	student
3.	/	/	followed by	/	/	scream,	screen
				/	/	skewer,	skewed
				/	/	square,	squeeze

### Clusters with two medial consonants

1.	/	/	birthday
2.	/	/	hospital
3.	/	/	wisdom
4.	/	/	vampire
5.	/	/	blunder
6.	/	/	helper
7.	/	/	notebook
8.	/	/	fielding
9.	/	/	goodbye
10.	/	/	biscut
11.	/	/	blackboard
12.	/	/	handkerchief
13.	/	/	deathbed
14.	/	/	silky
15.	/	/	unbeatable
16.	/	/	captain

### Clusters with three medial consonants

1.	/	/	actress
2.	/	/	faultless

3.	/	/	helpless
4.	/	/	background
5.	/	/	humbly
6.	/	/	children
7.	/	/	soundness
8.	/	/	boldly
9.	/	/	grandmaster
10.	/	/	complete
11.	/	/	monthly
12.	/	/	pantry
13.	/	/	seventeen
14.	/	/	prescribe
15.	/	/	silently
16.	/	/	directly
17.	/	/	sixty
18.	/	/	softly
19.	/	/	district
20.	/	/	umbrella
21.	/	/	instead
22.	/	/	anxious
23.	/	/	empty
24.	/	/	boastful
25.	/	/	English

### Clusters with two final consonants

1.	/	/	preceded by	/	/	clasp, grasp
				/	/	help, pulp
				/	/	lamp, pump
2.	/	/	preceded by	/	/	bulb, elbow
3.	/	/	preceded by	/	/	wrapped, helped
				/	/	fact, tact
				/	/	reached, searched
				/	/	bluffed, laughed
				/	/	past, vast
				/	/	crushed, finished
				/	/	saint, paint
				/	/	felt, belt
4.	/	/	preceded by	/	/	clubbed, grabbed
				/	/	ragged, plugged
				/	/	moved, carved
				/	/	bathed, breathed
				/	/	praised, raised
				/	/	summed, brimmed
				/	/	band, reigned
				/	/	longed, hanged
				/	/	mould, bold
5.	/	/	preceded by	/	/	mask, flask
				/	/	bank, flank

6.	/	/	preceded by	/	/	silk, bench, bulge	ilk lunch
7.	/	/	preceded by	/	/	arrange, bulge	change
8.	/	/	preceded by	/	/	self,	shelf
9.	/	/	preceded by	/	/	solve,	evolve
10.	/	/	preceded by	/	/	depth width, fifth warmth month length	breadth
11.	/	/	preceded by	/	/	maps, roots, box, laughs,	claps eats fox puffs

### Clusters with three final consonants

1.	/	/	preceded by	/	/	midst texts tempt drenched against thanked amongst helped
2.	/	/	preceded by	/	/	arranged
3.	/	/	preceded by	/	/	sixth twelfth

### Clusters with five consonants

1.	mixed blessing	/mikst bles	/
2.	prompt start	/	/
3.	that's splendid	/	/

### Clusters with six consonants

1.	I helped students	/at helpt	/
2.	twelfth street	/	/
3.	next spring	/	/

### Clusters with seven consonants

1.	She helps strangers	/	/
2.	the text's strange	/	/

### Vowel Sequences

Like consonant clusters you can also find vowel sequences in English. Listen to these vowel sequences on the CD and practise them.

/	/	+	/	/	layer	/	/
					player	/	/
/	/	+	/	/	buyer	/	/
					tyre	/	/
/	/	+	/	/	coir	/	/
					royal	/	/
/	/	+	/	/	vowel	/	/
					towel	/	/
/	/	+	/	/	grower	/	/
					thrower	/	/
/	/	+	/	/	being	/	/
					seeing	/	/
/	/	+	/	/	doing	/	/
					booing	/	/
/	/	+	/	/	flowing	/	/
					throwing	/	/
/	/	+	/	/	trying	/	/
/	/	+	/	/	chaos	/	/
/	/	+	/	/	biography	/	/
/	/	+	/	/	grey-eyed	/	/
/	/	+	/	/	blue-eyed	/	/
/	/	+	/	/	go out	/	/
/	/	+	/	/	two hours	/	/
/	/	+	/	/	May I open it?	/	/

### 3. ACCENT, RHYTHM AND INTONATION

- In this unit you will learn about:
- Word accent / stress
- Rhythms in English
- Contracted Forms
- Strong and Weak forms
- Intonation.

#### Word Accent / Stress

The beauty of the English language lies in pronunciation. Accent / Stress lends naturalness and beauty to your English. If you can't pronounce words clearly and stress appropriately, your English might sound like "Tinglish", "Tamlish" or "Hinglish" ! In Phonetics, accent / stress means expending extra breath on a particular syllable in a word. It is a matter of greater prominence and greater audibility.

Accent is very important to make your speech intelligible. For instance, look at the words *career* /        / and *carrier* /        /. Looking at the transcription you can say there is a slight difference between the two in pronunciation. But you can bring out the difference between the two very clearly by accenting them on the right syllables. So in the word *career* /        / the accent is on the second syllable and in the word *carrier* /        / the accent is on the first syllable.

The mark (ˈ) on the top of a syllable in a word indicates that the particular syllable is stressed. This is known as **primary stress**. Primary stress indicates that the syllable is more prominent than the other syllable. There might also be a mark below the syllable in a word. This is known as **secondary stress**. This



indicates that this particular syllable is the next most prominent syllable. But for our speech purposes primary accent is the most important one.

Read to the following words which have accents on different syllables.

1. Two syllable words with the primary accent on the first syllable:  
"able, 'action, 'answer, 'bangle"
2. Two syllable words with the primary accent on the second syllable:  
*a bout, a gain, be have, de cide*
3. Three syllable words with the primary accent on the first syllable:  
*beautiful, confident, difficult, holiday*
4. Three syllable words with the primary accent on the second syllable:  
*at tentoon, be haviour, con nection, con dition*
5. Three syllable words with the primary accent on the third syllable:  
*after noon, disap pear, en gi neer, souve nir*
6. Four syllable words with the primary accent on the first syllable:  
*capitalize, commentary, kilometer, educated*
7. Four and five syllable words, with the primary accent on the second syllable:  
*in telligence, particular, catastrophé, philosophy*
8. Four and five syllable words with the primary accent on the third syllable:  
*electricity, relativity, comprehension, independent*
9. Five and six syllable words, with the primary accent on the fourth syllable:  
*accommodation, examination, autobiography, participation*

### Word Accentual Rules

You can learn how words are pronounced and where they are to be accented by consulting a good dictionary. However, here are a few rules that will help in learning accent. But you must be careful while applying them as there are some exceptions to these rules. Look up the words in a dictionary whenever you are in doubt.

#### Rule 1

Stress in disyllable words may change depending upon the function. i.e., whether the word is used as a noun / adjective or as a verb. When used as a noun / adjective, the word carries a stress on the first syllable, whereas the stress is shifted to the second syllable when the word is used as a verb. A few examples are given below.

**Read the following words pronounced with different stress:**

#### Nouns / adjectives

*absent*  
*conflict*  
*convert*  
*extract*  
*import*  
*object*

#### Verbs

*ab sent*  
*con flict*  
*con vert*  
*ex tract*  
*im port*  
*ob ject*

#### Rule - 2

Disyllable words with weak prefixes are accented on the root.

Read the following examples of a few of these weak prefixes, namely *a-*, *be-* and *re-*

a rise	be low	re duce
a lone	be come	re tire

### Rule - 3

Read to some verbs with two syllables beginning with the prefix *dis-* that are stressed on the last syllable. For example.

*dis may, dis grace, dis pel, dis close, dis count*

### Rule - 4

Read to some verbs with two syllables ending in *-ate*, *-ise*, *-ize* and *-ct* that are stressed on the last syllable.

<b>-ate</b>	<b>-ise / -ize</b>	<b>-ct</b>
<i>nar rate</i>	<i>chas tise</i>	<i>at tract</i>
<i>mi grate</i>	<i>com prise</i>	<i>con nect</i>
<i>de bate</i>	<i>cap size</i>	<i>de pict</i>

### Rule - 5

When verbs ending in *-ate*, *-ise* / *-ize*, and *-ify* have more than two syllables, the stress is on the thir syllable from the end. Listen to some such words on the CD.

<b>-te</b>	<b>-ise/-ize</b>	<b>-ify</b>
<i>complicate</i>	<i>colonise</i>	<i>justify</i>
<i>separate</i>	<i>brutalise</i>	<i>classify</i>
<i>educate</i>	<i>patronise</i>	<i>beautify</i>

### Rule - 6

Read to some of the inflectional suffixes like *-es*, *-ing*, and the derivational suffixes *-age*, *-ance*, *-ef*, *-ess*, *-ful*, *-hood*, *-ice*, *-ish*, *-ive*, *-less*, *-ly*, *-ment*, *-or*, *-ship*, *-ter*, and *-zen*, that do not normally affect accent.

<i>be gin</i>	<i>be ginning</i>	<i>love</i>	<i>lovely</i>
<i>beauty</i>	<i>beautiful</i>	<i>child</i>	<i>childish</i>
<i>laugh</i>	<i>laughter</i>	<i>di rect</i>	<i>di rector</i>

### Rule - 7

Listen to some words ending in the suffix *-ion* that have the stress on the penultimate syllable.

*at tention, culti vation, intro duction, infor mation, mansion*

### Rule - 8

Listen to some words ending in *-ity* that have the accent on the third syllable from the end.

*a bility, ac tivity, e quality, gene rosity*

### Rule - 9

Listen to some words ending int he suffixes *-ic*, *-ical*, *-ically*, *-ial*, *-ially*, *-ian* that have the accent on the syllable before the suffix.

<b>-ic</b>	<b>-ically</b>	<b>-ian</b>
<i>apolo getic</i>	<i>apolo getically</i>	<i>elec trician</i>
<i>patri otic</i>	<i>sympa thetically</i>	<i>mu sician</i>

*scien tific*

*scien tifically*

*tech nician*

### Rule - 10

Listen to some words ending in *-ious*, *-eous* have the stress on the syllable preceding the suffix.

<b>-ious</b>	<b>-ious</b>	<b>-eous</b>	<b>-eous</b>
<i>anxious</i>	<i>injurious</i>	<i>piteous</i>	<i>hideous</i>
<i>fractious</i>	<i>laborious</i>	<i>corageous</i>	<i>righteous</i>
<i>industrious</i>	<i>rebellious</i>	<i>gorgeous</i>	<i>simultaneous</i>

### Rule - 11

Listen to some words ending in *-cracy*, *-crat* that have the stress on the antepenultimate (third from the last), syllable.

<b>-cracy</b>	<b>-crat</b>
<i>autocracy</i>	<i>autocrat</i>
<i>democracy</i>	<i>democrat</i>
<i>technocracy</i>	<i>technocrat</i>

### Rule - 12

Listen to some words ending in *-graph*, *-graphy*, *-meter*, *-logy* that have the stress on the antepenultimate syllable.

<b>-graph</b>	<b>-graphy</b>	<b>-meter</b>	<b>-logy</b>
<i>autograph</i>	<i>photography</i>	<i>thermometer</i>	<i>psychology</i>
<i>paragraph</i>	<i>spectrography</i>	<i>lactometer</i>	<i>biology</i>
<i>photograph</i>	<i>biography</i>	<i>diometer</i>	<i>zoology</i>

### Rule - 13

Listen to the following suffixes that have primary accent:

<b>-aire</b>	<i>Millionaire, Questionnaire</i>
<b>-eer</b>	<i>Engineer, Volunteer, Career, Marketeer, Mountaineer</i>
<b>-ental</b>	<i>Experimental, Fundamental, Accidental</i>
<b>-ese</b>	<i>Burmese, Chinese, Assamese, Japanese</i>
<b>-esce</b>	<i>Coalesce, Conalesce, Acquisce</i>
<b>-escence</b>	<i>Efferescence, Adolescence, Conalescence</i>
<b>-escent</b>	<i>Adolescent, Efferescent, Conalescent</i>
<b>-ique</b>	<i>Phisique, Unique, Critique, Technique</i>
<b>-esque</b>	<i>Picturesque, Grotesque, Burlesque</i>
<b>-itis</b>	<i>Neuritis, Arthritis, Bronchitis, Laryngitis</i>
<b>-ee</b>	<i>Payee, Addressee, Employee, Absentee</i>
<b>-ette</b>	<i>Etiquette, Cigarette, Gazette, Sihouette</i>
<b>-ete</b>	<i>Deplete, Replete, Complete</i>
<b>-ade</b>	<i>Barcade, Cascade, Degrade, Lemoade, Persuade</i>

### Rule - 14

When a compound word conveys a meaning entirely different from that of its individual components, it is the first element that is stressed. Listen to a couple of words like these.

### Rule - 15

Study some words ending in *-self*, *-selves* that have primary accent on the suffix itself.

*myself, himself, herself, yourself, yourselves, ourselves.*

### Rhythm

Unlike most Indian languages which are syllable - timed, English is a stress - timed language. In stress -

timed languages, certain syllables get greater prominence. When words are combined into sentences in English, you need to determine the words that are to be stressed in each sentence. In English, content words like nouns, adjectives, adverbs and main verbs which convey the main meaning of a sentence are generally accented, whereas **structure words** like articles, pronouns, prepositions, conjunctions and auxiliaries, which indicate grammatical relationships between the content words, are generally not accented.

As English is a stress - times language the stressed syllables tend to occur at regular intervals. This is to say that the time taken by each **foot** (a foot consists of a stressed syllable plus unstressed syllables between the two stressed syllables) is the same. Thus spoken English shows a contrast between its stressed (strong) and unstressed (weak) syllables, a fact which largely accounts for its characteristic rhythmic patterns.

Look at the sentence below in which the content words *same (adj)*, *message (noun)* and *forwarded* (main verb) are accented and the structure words *the* (article) and *has been* (aux. verb) are not accented.

*The same message has been forwarded.*

In the above sentence, the first foot (consisting of a stressed syllable but no unstressed syllable) occupies exactly the same amount of time as the second foot (consisting of stressed syllable plus three unstressed syllables) and the third foot (consisting of a stressed syllable plus two unstressed syllable)

As the number of intervening unstressed syllables goes on increasing, the native speaker achieves the effect of **isochronicity** (i.e., regularity of occurrence of stressed syllables) by slurring over, squeezing the unstressed syllables, or moving over them over quickly. This often gives the impression to a foreign language learner that the native speaker swallows his syllables. Native speakers make use of weak forms and contracted forms in order to reduce the vowel length in the unstressed syllables. They also make use of weak vowel unstressed syllables, unstressed prefixes and inflectional suffixes/

To achieve a natural flow of speech in English and to maintain the characteristic English rhythm, it is absolutely essential for a learner of English to develop equal amounts of time between one stressed syllable and the other. It is important that you develop the ability to move smoothly from one stressed syllable to another. The ability to move smoothly from one stressed to the next, and to fit in the unstressed syllables between them, form the basis of a good, natural English accent.

<b>Contracted Forms</b>	<b>Contraction</b>	<b>Transcription</b>
Are not	Aren't	/ /
Can not	Can't	/ /
Could not	Couldn't	/ /
Will not	Won't	/ /
Would not	Wouldn't	/ /
Does not	Doesn't	/ /
Do not	Don't	/ /
Did not	Didn't	/ /
Has not	Hasn't	/ /
Have not	Haven't	/ /
Had not	Hadn't	/ /
Is not	Isn't	/ /
Was not	Wasn't	/ /
Must not	Mustn't	/ /
Need not	Needn't	/ /
Ought not	Oughtn't	/ /
Shall not	Shan't	/ /
Should not	Shouldn't	/ /
Dare not	Daren't	/ /

Word	Strong fom		Weak form	
A	/	/	/	/
Am	/	/	/	/
An	/	/	/	/
And	/	/	/	/
Are	/	/	/	/
As	/	/	/	/
At	/	/	/	/
Be	/	/	/	/
Been	/	/	/	/
But	/	/	/	/
Can	/	/	/	/
Could	/	/	/	/
Did	/	/	/	/
Do	/	/	/	/
Does	/	/	/	/
For	/	/	/	/
From	/	/	/	/
Had	/	/	/	/
Has	/	/	/	/
Have	/	/	/	/
He	/	/	/	/
Her	/	/	/	/
Him	/	/	/	/
His	/	/	/	/
Is	/	/	/	/
Me	/	/	/	/
Must	/	/	/	/
Of	/	/	/	/
Shall	/	/	/	/
Should	/	/	/	/
Some	/	/	/	/
Than	/	/	/	/
That	/	/	/	/
The	/	/	/	/
They	/	/	/	/
To	/	/	/	/
Us	/	/	/	/
Was	/	/	/	/
Were	/	/	/	/
Who	/	/	/	/
Will	/	/	/	/
Would	/	/	/	/
You	/	/	/	/

**Strong and weak forms**

Study some structure words and their strong and weak forms. Practice them by repeating aloud and then use them in sentences.

### Using strong and weak forms

Study the appropriate use of strong and weak forms in some phrases and sentences given on the CD. Then practise them by repeating them aloud.

a	/	/
	<b>a</b>	<b>book</b>
	/	/
an	/	/
	<b>an</b>	<b>apple</b>
	/	/
the	/	/ (before consonants)
	<b>The</b>	<b>bottom of the page.</b>
	/	/ (before vowels)
	<b>The</b>	<b>apple</b>
he	/	/
	<b>Isn't</b>	<b>he here?</b>
her	/	/

	<b><i>It's her book</i></b>
him	/        /
	<b><i>Send him away</i></b>
me	/        /
	<b><i>Tell me something</i></b>
she	/        /
	<b><i>She's going out.</i></b>
	(Here, she's is pronounced as /        / not as /        /)
them	/        /
	<b><i>Take them away.</i></b>
us	/        /
	<b><i>He asked us to go and see them.</i></b>
we	/        /
	<b><i>We can't do this.</i></b>
you	/        /
	<b><i>I thought you didn't say that.</i></b>
her	/        /
	<b><i>It's her problem</i></b>
his	/        /
	<b><i>She's his wife.</i></b>
some	/        /
	<b><i>I want some books.</i></b>
am	/        /
	<b><i>so am I.</i></b>
	/        /
	<b><i>I'm a doctor.</i></b>
	/        / (when occurring at the final position)
	<b><i>Who's coming? I am.</i></b>
are	/        /
	<b><i>Why're you late?</i></b>
	/        / (When occurring at the final position)
	<b><i>Who's coming with me? We are.</i></b>
be	/        /
	<b><i>He's been appreciated.</i></b>
can	/        /
	<b><i>When can you come?</i></b>
	/        / (When occurring at the final position)
	<b><i>Who can give the answer? I can.</i></b>
could	/        /
	<b><i>I could go if I wanted to.</i></b>
	/        / (When occurring at the final position)
	<b><i>Who could do it? John could.</i></b>
do	/        /
	<b><i>Nor do I.</i></b>
	/        /
	<b><i>What do you mean?</i></b>
	/        / (When occurring at the final position)
	<b><i>Do you like it? We do.</i></b>
does	/        /
	<b><i>How does it work?</i></b>

	/	/	(When occurring at the final position)
			<b>Who lives there? John does.</b>
had	/	/	
			<b>Had he done it before he left?</b>
	/	/	
			<b>When we reached there, the train had left.</b>
	/	/	
			<b>He said he'd lost it.</b>
	/	/	(When occurring at the final position)
			<b>Who'd told him? I had.</b>
has	/	/	
			<b>Has he written to you?</b>
	/	/	(after a voiced sound)
			<b>Where 's he gone?</b>
	/	/	(When occurring at the final position)
			<b>Who's got it? Mary has.</b>
have	/	/	
			<b>have you done it?</b>
	/	/	
			<b>Where've you been?</b>
	/	/	
			<b>You've been putting on weight.</b>
	/	/	(when occurring at the final position)
			<b>Who's got it? I have.</b>
is	/	/	(after a voiced sound)
			<b>She is a lawyer.</b>
	/	/	(after a voiceless sound)
			<b>It's true.</b>
must	/	/	(before a consonant sound)
			<b>You must buy a vehicle.</b>
	/	/	(before a vowel sound)
			<b>You must arrange a meeting.</b>
	/	/	(when occurring at the final position)
			<b>We must go and see them. At least one of us must.</b>
shall	/	/	
			<b>Shall I see him?</b>
	/	/	
			<b>I shall try to help you.</b>
	/	/	
			<b>I'll do my best.</b>
	/	/	(when occurring at the final position)
			<b>Who'll do it for me? I shall.</b>
should	/	/	
			<b>You should be here in time.</b>
	/	/	(When occurring at the final position)
			<b>Who should go there? You should.</b>
was	/	/	
			<b>What was he doing?</b>
	/	/	(when occurring at the final position)
			<b>Who was singing? John was.</b>



were	/        / <b>Where were you yesterday?</b> /        /        (when occurring at the final position) <b>Who was there yesterday? We were.</b>
will	/        / <b>He'll never agree.</b> /        /        (when occurring at the initial and final position) <b>Will they agree to this?</b> <b>Yes, they will.</b>
would	/        / <b>That would be very kind of you.</b> /        /        (after a vowel) <b>That'd like to go?</b> /        /        (when occurring at the final position) <b>Who'd like to go? I would.</b>
at	/        / <b>He's standing at the gate.</b> /        /        (when occurring at the final position) <b>What're you looking at?</b>
for	/        / <b>It's time for tea.</b> /        /        (when occurring at the final position) <b>What're you looking for?</b>
from	/        / <b>That is a letter from Sunny.</b> /        /        (when occurring at the final position) <b>Where 're you from?</b>
of	/        / <b>A glass of milk.</b> /        /        (when occurring at the final position) <b>What's it made of?</b>
to	/        /        (before a vowel sound) <b>I want to ask you a question.</b> /        /        (before a consonant sound) <b>I asked her to take them away.</b>
and	/        / <b>In and out</b> /        / <b>Up and down.</b> /        / <b>Bread and butter.</b>
as	/        / <b>Finish it off as soon as possible.</b> /        / <b>One or two</b>
than	/        / <b>It's harder than you think.</b>
that	/        / <b>I think that he wants us to.</b>
there	/        /

**Are there any problems?**

/ /

**There're some problems.**

/ /

**There's a man at the door.**

You have to keep the contracted forms and weak forms in mind when you transcribe a sentence. For example, the sentence **I've** worked in a reputed company should be transcribed as:

/ /

You might have noticed that in the transcription of the words *worked* and *reputed* *-ed* is transcribed differently. In the same way *-s/es* is also transcribed / pronounced differently in English words. Learning the correct pronunciation of *-ed* and *-s/es* will help you to make your speech sound natural.

### Pronunciation of *-ed*

Here are a few rules for the pronunciation of *-ed*:

(Note: In English the voiceless sounds are / /, / /, / /, / /, / /, / /, / /, / / and / / and the voiced sounds are the rest of the consonant sounds and all the vowel sounds.)

*-ed* is pronounced as

1) / / after voiceless sounds except / /

Practice these words:

*wrapped* / /

*packed* / /

*looked* / /

*laughed* / /

2) / / after voiced sounds except / /

Practice these words:

**Examples:**

*bagged* / /

*tried* / /

*moved* / /

*freed* / /

3) / / after / / and / /

Practice these words:

Word (adj/verb)	Transcription as adjective	Transcription as verb
Aged <b>Examples:</b>	/ /	/ /
Blessed <i>counted</i>	/ / / /	/ /
Cursed <i>batted</i>	/ / / /	/ /
Dogged <i>reputed</i>	/ / / /	/ /
Learned <i>rounded</i>	/ / / /	/ /

### Pronunciation of *-s/es*

Here are a few rules for the pronunciation of *-s/es*

*-s/es* is pronounced as:

1) / / after voiceless sounds except / /, / / and / /

Practice these words:

**Examples:**

*capt* / /

- books / /  
 plates / /  
 2) / / after voiced sounds except / /, / / and / /

Practice these words:

**Examples:**

bags / /  
 boys / /  
 girls / /  
 ladies / /

- 3) / / after / /, / /, / /, /, and / /

Practice these words:

**Examples:**

buses / /  
 crashes / /  
 churches / /  
 quizzes / /

**-ed adjectives**

The words ending in *-ed* that function as adjectives are pronounced as / /.  
 Read these *-ed* adjectives with matching verb past tenses. Practice these words.

**Introduction:**

You can use language to convey very specific information, such as asking where someone is going or what someone is doing. Language can also be used to indicate how you feel. In this sense, they can be used to mean something beyond the exact meaning of the words. But for you to do this in effortless English. You need to know a very important aspect of pronunciation called intonation. Intonation is the variation of tone. Intonation in English refers to the rise and fall of the pitch that conveys a range of meanings, emotions and situations.

**The Functions of Intonation**

**1. Grammatical Function:**

Intonation distinguishes between different types of sentences. For example, the difference between the following two sentences, which are grammatically identical, is brought out by the difference in their intonations.

Read these sentences:

**He** is coming. (statement)  
**He** is coming? (question)

Similarly, the difference between a command and a request is that the former is said with a falling tone and the latter with a rising one, as in the following pair of sentences.

You can read them:

**Come here** (command)  
**Come here** (request)

There is another way in which intonation performs this grammatical function. It is intonation which helps the speaker divide longer utterances into smaller, grammatically relevant word groups (in this case, tone groups). Each of these word groups will carry a different pattern of pitch variation and will thus indicate whether a particular tone group is a complete or an incomplete utterance.

*When you come here (incomplete) / I'll get you what you want (complete)*

## 2. **Accental Function:**

Intonation performs an accentual function. It enables the speaker to make any part of his utterance prominent in accordance with the meaning he wants to convey. Any part of an utterance can be specially emphasised by choosing the appropriate nucleus, i.e., by putting the tonic on the appropriate syllable. In an utterance said in isolation, i.e., out of context or for the first time in a given context, no particular part of the utterance supplies any new information and therefore it does not need to be emphasised or focused. In such cases, the tonic is placed on the accented syllable of the last important (content) word in the tone group.

Read the following conversation between X and Y:

X: *They told me that the course will begin tomorrow*

Y: *Who told you this?*

X: *The counsellor at the reception.*

In the first utterance, the entire information is new and the tonic is placed on the accented syllables of the last important word. In the second utterance, 'who' carries the tonic and becomes the focus of information. Words 'told' and 'this' are (already) given in the earlier utterance. In the third utterance, 'counsellor' is the new information and it receives accentual prominence.

It is clear from this short conversation between X and Y that there can be no meaningful communication between them unless they give accentual prominence to the appropriate word or syllable. Thus, we can say that intonation helps to distinguish between the 'new' and the 'given', and thereby enables the speakers to communicate effectively.

A variety of meanings can be conveyed by changing the intonation in a single sentence.

Study the sentence below, with the stress on different words in each turn, there is a corresponding change in the meaning conveyed.

I didn't say he wrote the novel.

Once you are clear about the changes in meaning, you can add context words to clarify the meaning.

Read the following:

*I didn't say he wrote the novel.* (Someone else said it.)

*I didn't say he wrote the novel.* (That's not true at all.)

*I didn't say he wrote the novel.* (I only suggested the possibility.)

*I didn't say he wrote the novel.* (I think someone else wrote it.)

*I didn't say he wrote the novel.* (Maybe he just read it.)

*I didn't say he wrote **the** novel.* (But rather some other novel.)

*I didn't say he wrote the **novel**.* (He may have written a story.)

## 3. **Attitudinal Function:**

Intonation is perhaps the chief means by which the speaker can convey his attitudes and emotions. The grammar of an utterance does not reveal whether the speaker's attitude is one of politeness, assertiveness or incredulity. Intonation helps to distinguish the attitudinal nuances of an utterance.

Thus we can say that intonation also performs an attitudinal function.

Read the following pair of sentences which will show how intonation signals the speaker's attitudes and emotions.

*Thank you.*

*Thank you.*

“Thank you” expresses a feeling of genuine gratitude when said a falling tone, but sounds rather casual when said with a rising tone as in the second sentence.

## **Major Tones in English**

Given below are certain important tones in English. A sound knowledge of these tones will help you convey your message and attitude clearly.

Four important tones are used in English. They are:

- Falling tone
- Rising Tone
- Falling-rising tone and
- Rising-falling tone.

### **Falling Tone:**

Falling tone is used in complete statements, wh-questions, commands, exclamations, choice questions and in question tags used to give a sense of finality.

Read the use of the falling tone in these utterances:

#### ***Statements***

*He is an engi neer*

*She is a doctor.*

#### ***Wh-questions***

*What do you want to be come?*

*What are you doing?*

#### ***Commands***

*Shut the door.*

*Keep quiet.*

#### ***Exclamations***

*What a nice weather!*

*How great you are!*

#### ***Choice questions***

*Is he playing or watching?*

*Do you want this or that?*

#### ***Question Tags***

*(When the speaker feels reasonably sure that his remark is correct and expects the listener to agree)*

*You need to study for four years to get your degree, don't you?*

*He's done a wonderful job, hasn't he?*

### **Rising Tone**

Rising tone is used in incomplete statements, yes / no questions, question tags for enquiry and in wh-questions when used politely.

Read the use of the rising tone in these utterances.

#### ***Yes / No questions***

*Do you like this?*

*Can you open it?*

### **Wh-questions used politely**

*How are you?*

*When can you complete this?*

### **Questions tags for enquiry**

*You can drive a car, can't you?*

*She is a model, isn't she?*

### **Incomplete statements**

*(Before going out) I locked all the doors.*

*She came quietly (and sat down).*

### **Falling-rising Tone**

*This tone is a combination of a fall and a rise. This is used for statements expressing reservation, making corrections, and for giving warnings and threats.*

*Read the use of the falling-rising tone in these utterances:*

*She's beautiful (but not intelligent).*

*I saw him (but I didn't speak to him).*

*The interview was held on Monday?*

*No on Sunday.*

### **Rising-falling Tone**

*This tone is a combination of a rise and a fall. The rise reinforces the meaning conveyed by the following fall. In addition, the initial rise may indicate warmth, or sarcasm.*

*Read the use of the rising-falling tone in these utterances:*

*(Do you agree?) Yes. (enthusiastic agreement)*

*It is fine. (enthusiastic agreement)*

*But is her son in the picture? (suspicious interest)*

*Are you sure this will work? (suspicious, mocking)*

*How amazing! (sarcastic)*

### **Summary**

We have covered all the major aspects of English phonetics. Study them carefully and cultivate a good style. Remember that, to neutralise your accent you need to learn and practice. Pay special attention to the following features.

- The correct pronunciation of words (example, *receipt* /            /)
- The stressed syllables in a word (example, *receipt* /        /)
- Emphasising only the stressed syllables in sentences (example, *I have **done** this **before***)
- "Swallowing" unstressed syllables (example, ***I** have **done** **this** **before***)
- Weak forms and contractions (example, ***I've** to tell you something*)
- Using the right intonation (example, *What's your name?*)

## **PART - II**

# **COMMUNICATION SKILLS**

## 4. CONVERSATION PRACTICE

In this unit you will:

Practice dialogues / conversations.

Improve your ability to understand dialogues / conversations in various situations

Learn words / idiomatic phrases that can be used in day-to-day life.

Have further practice in various phonetic features of English.

Presented below are dialogues / conversations for you to study and practice, with others. The dialogue will help you to function efficiently in a variety of situations and settings in your life. Practise these dialogues with your friends, family members and others until you are fluent and feel confident. They must be said in a pace, pitch and tone that is suitable to the situation and setting of the dialogue. Recording the dialogues can be a very useful tool for getting feedback or you can ask others to observe your performance.

Give more importance to *how to say* the dialogues. It is important to stress, pause and use vocal variety and intonation. Be clear about the vocabulary and key sentences used in various dialogues. Read the dialogues loudly and repeatedly and find out what is expected of you in order to make them sound natural. Answer the comprehension questions so as to have a clear understanding of the dialogues.

### LEARNING ENGLISH

**Anand :** Hi! Anitha!

**Anitha :** Hello!

**Anand :** I don't get to see you in the evenings these days.

**Anitha :** You are right, I am busy. I have joined an institute where I'm learning English.

**Anand :** Is that so? That's a great idea! Who suggested it?

**Anitha :** My father. He's bent on it.

**Anand :** Oh! so you are really not keen on it.

**Anitha :** I can't really say yes or no to that. But one thing is for sure. I really want to improve my English quickly.

**Anand :** That's good.

**Anitha :** Your English is so good, Anand. Please give me some quick tips on how to learn English

**Anand :** Well, you have to be patient with yourself. Always remember that learning a new language is a gradual process. It doesn't happen overnight.

**Anitha :** That's true! So, what do you think I should do?

**Anand :** There are many things we can do to learn English quickly. An expert has told me that one must learn something new every day. Consistent practice in all the four language skills - listening, speaking, reading and writing (LSRW) - with a view to master different components of a language like pronunciation, vocabulary, grammar and spelling is essential.

**Anitha :** But I don't think I'll be able to practice all these things on my own.

**Anand :** Relax ! You can feel free to practice them with me, whenever you want.

**Anitha :** All right, Anand! What all should I do to get sufficient practice in the skills you've mentioned?

**Anand :** We shall look at these skills one by one. First of all, let's see what we all can do to improve the listening ability. We must begin with simple things like listening to an English news broadcast on the radio or TV. We must observe carefully how our teachers / lecturers speak, how various speakers speak at seminars, workshops and public gatherings.

**Anitha :** That means we must find many opportunities to practice.

**Anand :** You are right. Let us now consider the skill of reading which is very important. We can read English newspapers, magazines, textbooks, books containing interesting stories and novels our own.

**Anitha :** I think we can easily develop this skill.

- Anand :** As far as speaking is concerned we must speak whenever we can and with whoever we can. We should participate actively in our classes and take part in conversations, discussions and debates on various topics.
- Anitha :** Though it sounds difficult, I will do my best to get practice in this skill too.
- Anand :** Finally, let's talk about writing.
- Anitha :** Oh, yes. Tell me how do I learn to write well in English.
- Anand :** You must be a critical reader first. As you read, observe how the information is organised and how language is used. Make notes while you read. Try and write as much as you can each day. Keep diary entries, chat on the Internet or write letters to friends.
- Anitha :** Do you think I can really learn English well if I do all these things?
- Anand :** Yes, of course.

### Understanding the Dialogue.

1. What does Anand tell Anitha about learning a new language?
2. What are Anand's suggestions for learning a language quickly?
3. What are the four language skills?
4. What are the four components of a language?
5. What are Anand's suggestions for improving each language skill?

### Words and Expressions

bent on - determined to do something

critical - making careful judgment

consistent - steady, regular

contain - have, include

### Speaking

*Note* the pronunciations of the following words that end in - s/es, and practise saying them correctly following the rules you've learnt.

<i>evenings</i>	<i>days</i>	<i>skills</i>	<i>things</i>
<i>news</i>	<i>teachers</i>	<i>lecturers</i>	<i>speakers</i>
<i>seminars</i>	<i>workshops</i>	<i>gatherings</i>	<i>means</i>
<i>opportunities</i>	<i>newspapers</i>	<i>magazines</i>	<i>textbooks</i>
<i>books</i>	<i>stories</i>	<i>novels</i>	<i>classes</i>
<i>conversations</i>	<i>discussions</i>	<i>entries</i>	<i>friends</i>

## TWO FRIENDS IN A CAFETERIA

- Sam :** Ram, Ram! Over here!
- Ram :** (*comes over*) Sam! Long time! How has your life been?
- Sam :** Not good, I must say. How about yours?
- Ram :** I do have some big news.
- Sam :** Come on, tell me. The suspense is killing me.
- Ram :** Really? But first tell me, what have you been doing for the past few weeks? The last time I saw you, you were looking for a new job.
- Sam :** Well, that's true. I did get a new job but things haven't been to my liking. You know it pretty well that I can't work in a place where there is no recognition for my talents. Now, enough about me. I'm dying to hear your news.
- Ram :** Hold on now.....I'm getting married!
- Sam :** No! You said you'd never get married. I can't believe it.
- Ram :** That was then and this is now. After I met Soumya I changed my mind.
- Sam :** This is all news to me. I didn't know anything about his.
- Ram :** We've been together for a few weeks.
- Sam :** .....and you're getting married?



- Ram** : I know, I know I can't help it. I'm head over heels in love with her.  
**Sam** : Well, congratulations my friend! This is fantastic! It calls for a big party!  
**Ram** : Thanks Sam, I'm glad to hear you fell that way. I thought you might be surprised.

### Understanding the Dialogue

1. What does Sam feel about his new job?
2. What made Ram change his mind about marriage?
3. How does Sam feel about Ram's idea of getting married?

### Words and Expressions

Long time no see (informal) - I haven't seen you for a long time.

pretty - (*here*) rather

dying to hear - want to hear eagerly

head over heels in love - completely in love

### Speaking

Say the following contracted forms loudly and clearly. Notice their full forms, given in brackets.

I'm	(I am)
That's	(that is)
Weren't	(were not)
Can't	(cannot)
We've	(we have)
Didn't	(did not)
You're	(you are)

### Congratulations

- Anitha** : Congratulations on your new job, Anand!  
**Anand** : Thanks, Anitha. To tell you the truth. I'm glad I got a great job but it's been very stressful  
**Anitha** : Why do you say that? Last year you wanted to get out of University!  
**Anand** : I know, but that was last year. Now, it's just work, work, and work. I work hard all day, every day.  
**Anitha** : Oh, come on. Don't complain. You're minting money now!  
**Anand** : Right. Now, I have money, a nice apartment and a car. But I don't have time to think things through.  
**Anitha** : It can't be all that bad.  
**Anand** : NO, of course it isn't. I still have my weekends.  
**Anitha** : So tell me, what do you miss about University?  
**Anand** : The great times we used to have picnicking, chatting with friends late into night and missing classes to watch movies.  
**Anitha** : You can revel in them even!  
**Anand** : You may say so. But the truth is I get tired at work. I can't do them. I have to be serious about things.  
**Anitha** : I think you are TOO serious about everything.  
**Anand** : You will understand me better when you get a job.  
**Anitha** : Hmmm.....

### Understanding the Dialogue

1. What does Anand feel about his new job?
2. What does Anand miss about University?

3. Why can't Anand do the things that he enjoyed during his University days?

### Words and Expressions

mint money - make a lot of money

think things through - to consider things

picnicking - go on a picnic

revel - make merry

### Speaking

You have learnt the pronunciation of the words ending in -ed. Notice how the words 'wanted' and 'tired' are pronounced in the dialogue. Say the following loudly.

*wanted*            *tired*

*painted*          *fired*

*counted*         *cried*

*slanted*           *tied*

*mounted*         *lied*

### The Weather

- Naveen** : Nice day, isn't it?  
**Navatha** : Yes, it certainly is. It's lovely.  
**Naveen** : It is a nice change from yesterday.  
**Navatha** : Mmm....., yes.  
**Naveen** : Let's hope it will.  
**Navatha** : Oh, I think it will.  
**Naveen** : Hasn't the weather been strange this year?  
**Navatha** : Yeah really.....the summer was scorching.  
**Naveen** : Do you think this rainy season would be good?  
**Navatha** : Can't say much! The seasons have become so unpredictable over the past few years.  
**Naveen** : It's all because of the way we've been treating our environment.  
**Navatha** : What do you think is the need of the hour, to change the situation?  
**Naveen** : We must learn to lead a more eco-friendly life.

### Understanding the Dialogue

1. What does Navatha feel about the summer?
2. What do Navatha and Naveen feel about seasons?
3. What is the cause of unpredictability of seasons?
4. What life style does Naveen suggest?

### Words and Expressions

scorching - extremely hot

unpredictable - something that cannot be predicted because it changes a lot or depends on too many different things.

eco-friendly - not harmful to the environment.

### Speaking

Study the dialogue again and notice that in each of the following words the first syllable is stressed. Look them up in a dictionary, write their phonemic transcription and mark the stress.

certainly            lovely

change              yesterday

weekend             weather

strange              summer

scorching           season

## I AM UPSET

- Dilip** : I'm upset. Somebody told my dad that I had left my part-time job.  
**Dinesh**: And he didn't like that?  
**Dilip** : No, he didn't. He thinks that I am too laid-back.  
**Dinesh**: I am sorry. I have to admit that I told him.  
**Dilip** : You told him? Why?  
**Dinesh**: I couldn't help it. He asked me point-blank.  
**Dilip** : I must do something about it now.  
**Dinesh**: Tell him why you left it.  
**Dilip** : He is a hard nut to crack. I don't think I can convince him.  
**Dinesh**: Come on, you must not give up like that.  
**Dilip** : Let's forget it now.

### Understanding the Dialogue

1. Why was Dilip upset?
2. What does Dilip's father think about Dilip?
3. Why did Dinesh tell Dilip's father about Dilip losing his part-time job?
4. Why does Dilip feel that he can't convince his father?

### Words and Expressions

laid-back - relaxed, not tending to get worried about anything.

couldn't help - couldn't control or stop acting in a particular way or making a particular remark

point-blank - directly and often rudely

hard nut to crack - a person who is difficult to deal with

### Speaking

Study to the dialogue again and notice that the words "laid-back", "point-blank" and "crack" end with the sound /k/. The following words also end with the same sound.

<i>black</i>	<i>lake</i>	<i>magic</i>
<i>talk</i>	<i>wake</i>	<i>music</i>
<i>pack</i>	<i>poke</i>	<i>critic</i>
<i>lack</i>	<i>like</i>	<i>chic</i>

## DAY OUT

- Kavitha** : Don't you think we've really been having a great day out?  
**Kalpana** : Yes, it truly has been a great day.  
**Kavitha** : What did you enjoy the most?  
**Kalpana** : Well I thought the botanical garden was beautiful. So many flowers and shrubs were in bloom.  
**Kavitha** : It certainly was nice. And I also liked the boat ride. It was very thrilling I've been planning this for a very long time. I'm glad I've made it today.  
**Kalpana** : Now, how about going to the laser show? I heard that the show is fantastic and worth watching.  
**Kavitha** : I don't think we've got enough time. Our train leaves in about an hour from now. I think we'd better be on the safe side and call it a day. Perhaps on our next trip we can cover that.

## Understanding the Dialogue

1. What does Kalpana say about the botanical garden?
2. Why was Kavitha glad about the boat ride?
3. What did Kalpana hear about the laser show?
4. Why didn't they go to the laser show?

## Words and Expressions

be on the safe side - being careful in order to avoid something unpleasant

laser show - an entertainment show in which lasers (devices that make a very strong line of controlled light) are used

call it a day - to stop doing something and leave

## Speaking

Study the dialogue again and notice that in the word "hour" the letter "h" is silent. The following are the words with a silent "h". Look them up a dictionary, write their phonemic transcription and say them correctly.

*honest*      *honour*      *honorific*  
*honorarium*   *heir*      *hors d'oeuvre*

## AN INTERNET SCAM

- Aparna** : You are looking so gloomy. What's the matter with you?  
**Anjali** : Oh sugar, I lost Rs 7000/- in a purchase on the Internet.  
**Aparna** : Gosh, how did that happen?  
**Anjali** : I participated in an Internet auction to purchase a good - looking mobile handset. I paid for the handset but it never arrived.  
**Aparna** : Oh this is happening too frequently these days. What did you do when the handset failed to arrive?  
**Anjali** : Well, I contacted them of course. But the answer I got was that it must have got lost in the mail and I should contact the postal service.  
**Aparna** : These kind of Internet scams are too common these days. You need to be a lot more careful when you buy stuff on the Internet.

## Understanding the Dialogue

1. Where did Anjali lose her money?
2. What did Anjali want to buy?
3. What advice did Aparna give to Anjali?

## Words and Expressions

sugar - a euphemism (an indirect word or phrase that people often use to refer to something embarrassing or unpleasant) for "shit" (= a swear word that many people find offensive, used to show that you are angry or annoyed)

gosh - a word that shows surprise or shock

auction - a public event at which things are sold to the person who offers the most money for them.

Internet scam - an illegal plan for making money on the Internet.

## Speaking

Read the dialogue again and notice that the words 'on', 'gosh', 'got', 'lost' and 'lot' contain the same vowel sound /o/. The following words also contain the same vowel sound.

<i>dot</i>	<i>what</i>
<i>not</i>	<i>rot</i>
<i>cot</i>	<i>hot</i>
<i>tot</i>	<i>pot</i>

## TWO COLLEAGUES

- Gouthami** : Hey, Madhavi you look unwell today. What's the matter with you?  
**Madhavi** : I haven't been sleeping properly for a couple of weeks. I feel so stressed at work.  
**Gouthami** : When was the last time you took a break from your work?  
**Madhavi** : I haven't taken any break for more than a year.  
**Gouthami** : You shouldn't be working so hard. Take a good break and recharge your batteries otherwise you will find it difficult to concentrate.  
**Madhavi** : I think I should do that.  
**Gouthami** : You have to find a good balance between career and family.  
**Madhavi** : Yes I must.

## Understanding the Dialogue

1. Why was Madhavi looking sick?
2. How long has Madhavi not taken a break from work?
3. What is Gouthami's advice to Madhavi?

## Words and Expressions

stressed - strained, worried

recharge your batteries - to get back your strength and energy by resting.

## Speaking

Read the dialogue again and notice the vowel sound in the words "take" and "break". The following words also contain the same vowel sound.

<i>fake</i>	<i>wake</i>	<i>sake</i>	<i>rake</i>
<i>lake</i>	<i>cake</i>	<i>make</i>	<i>bake</i>
<i>sane</i>	<i>bane</i>	<i>main</i>	<i>feign</i>

## GRANDFATHER AND GRANDSON

- Grandson** : Tell me grandpa, have you ever been on stage?  
**Grandfather** : Yes, that takes me back. I'll never forget the time when I took part in a play at Ravindra Bharathi.  
**Grandson** : Why, what happened?  
**Grandfather** : I couldn't remember my lines! It was very embarrassing!  
**Grandson** : How did you manage then?  
**Grandfather** : Someone prompted to me from behind the screen.  
**Grandson** : And then?  
**Grandfather** : We didn't win the competition because of my miserable performance.

## Understanding the Dialogue

1. Where was the dram competition held?
2. How did grandfather feel when he couldn't remember his lines?
3. What help did grandfather get when he forgot his lines?
4. Why didn't they win the dram competition?

## Words and Expressions

embarrassing - making one feel shy, awkward and ashamed

miserable - very unhappy

prompt - to help someone, especially an actor, to remember what they were going to do or say

## Speaking

Read the dialogue again and notice which syllable is stressed in the following words.

<i>forget</i>	<i>happened</i>
<i>remember</i>	<i>embarrassing</i>
<i>prompted</i>	<i>behind</i>
<i>competition</i>	<i>because</i>
<i>miserable</i>	<i>performance</i>

## MOTHER AND DAUGHTER

- Mom** : Are you ready, Archana?
- Daughter** : Please wait a while. I'm coming.
- Mom** : Gosh! Why are you wearing that provocative dress?
- Daughter** : I bought this dress especially for parties and now you say it's provocative. It's unfair. It's fashionable, mom.
- Mom** : You can't wear that dress. Go and change it.
- Daughter** : I'd rather not come.
- Mom** : Is this how you show respect to your mom?
- Daughter** : Mom, I do respect you a great deal. But you must understand that I should have the freedom to choose what I wear.
- Mom** : Enough of arguing. I'm not going to the party.
- Daughter** : I'm sorry, but I can't help it.

## Understanding the Dialogue

1. What does Archana's mother feel about Archana's dress?
2. Why isn't Archana prepared to change her dress?
3. Why didn't they go to the party?

## Words and Expressions

provocative - tending to provoke

arguing - talking angrily to someone, disagreeing with someone

## Speaking

Read the dialogue again and notice that the words 'say' and 'way' end with the sound / eɪ/. The following words also end with the same sound.

<i>may</i>	<i>ray</i>
<i>bay</i>	<i>day</i>
<i>weigh</i>	<i>neigh</i>
<i>lay</i>	<i>hey</i>
<i>tray</i>	<i>prey</i>
<i>fray</i>	<i>clay</i>
<i>today</i>	<i>yesterday</i>
<i>Sunday</i>	<i>Monday</i>

## 5. VOCABULARY ENRICHMENT

In this unit you will learn about:

- gender-free terms
- differences between British English and American English in lexis
- foreign words and phrases in English
- roots, prefixes and suffixes
- idiomatic expressions
- phrasal verbs
- commonly confused words

Vocabulary or lexis consists of words, phrases and expressions - the very building blocks of language. The more lexis you know the more effortless your communications will be. Mastery over vocabulary will help you to confidently express your ideas, feelings and viewpoints in varied situations. Presented below are a few useful areas of vocabulary.

### Gender -Free or Non-Sexist Terms

It is an admirable goal to speak in a gender-free language. It is becoming an increasing necessity, especially at workplaces to use gender free language. If your language is free of bias then no one can get offended. It is also a good idea to sound natural when using gender-free words and phrases.

Concentrate on using gender-fair terms as much as possible or as and when necessary in your communication. Look at the list of words below.

#### Gender-biased

Chariman  
Common man  
Foreman  
Head master  
Housewife  
Layman  
Mailman  
Man  
Mankind  
Man-made  
Manpower  
Mothering  
Policeman  
Salesmanship  
Spokesman

#### Gender-fair

Chair person or chair  
Average or ordinary person  
Supervisor, superintendent  
Head teacher  
Homeworker  
Lay person  
Letter carrier or postal worker  
Person, individual  
People, human beings, humankind  
Machine-made, synthetic  
Workforce, personnel, workers, human resources  
Parenting, nurturing  
Police officer  
Selling ability  
Spokesperson

Stewardness  
Wife or husband

Flight attendant  
Spouse

## LEXIS OF BRITISH ENGLISH AND AMERICAN ENGLISH

Presented below are some differences between British English and American English in lexis. However British and American English are more similar than different.

### British English

Aeroplane  
Angry  
Autumn  
Bill  
Biscuit  
Bonnet  
Boot  
Bungalow  
Car park  
Cashier  
Chemist  
Crossroad  
Engaged (phone)  
Flat  
Football  
Fortnight  
Garden  
Hand basin  
Holiday  
Jumper  
Lift  
Litter  
Main Road  
Maths  
Nappy  
Petrol station  
Petrol  
Phone box  
Plaster  
Police man  
Postman  
Potato chips  
Public school  
Public toilet  
Return (ticket)  
Rubber  
Single (ticket)  
Starter  
State school  
Sweets  
Swimming costume

### American English

Airplane  
Mad  
Fall  
Check  
Cookie  
Hood  
Trunk  
Ranch house  
Parking lot  
Teller  
Druggiest  
Crossing  
Busy  
Apartment  
Soccer  
Two weeks  
Backyard  
Sink  
Vacation  
Sweater  
Elevator  
Garbage  
Highway  
Math  
Sidewalk  
Gas station  
Gas or gasoline  
Telephone booth  
Band-aid  
Cop  
Mailman  
French fries  
Private school  
Restroom  
Round trip  
Eraser  
One way  
Appetizer  
Public school  
Candy  
Bathing suit



Taxi	Cab
Tin	Can
Torch	Flashlight
Trousers	Pants
Vest	Undershirt
Z (zed)	Z (zee)

## FOREIGN WORDS AND PHRASES IN ENGLISH

English has borrowed words from many languages. For instance, you can find words of French, Latin and Greek origin in English. Presented here is a sample of commonly used foreign words and phrases in modern English.

Listed below are some common borrowings from French, their literal meanings and current usage.

<b>Word</b>	<b>Literal meaning</b>	<b>Current usage</b>
aide - memoire	hlep - memory	a mnemonic device
avant -garde	the front guard	a progressive artistic movement
bon voyage	good journey	farewell
bourgeois	townsman	member of the middle and upper middle class
compte rendu	account rendered	review, report, statement of account
double entendre	double meaning	an expression open to two interpretations, one of which is usually indecent.
au pair	equal, even	a person living abroad with a host family.
bê te noire	black beast	an annoying person or thing
coup de grace	stroke of mercy	a death blow
coup d' e' tat	stroke of state	takeover
d e' j`a vu	already seen	illusion
enfant terrible	terrible child	brash and outspoken member
laissez faire	let do	doctrine advocating little regulation
pot pourri	rotten pot	a mixture of flowers, herbs, and spices
precis	to cut	an abbreviated version; a summary
savoir faire	to know how to do	ability to behave appropriately in social situations.
t ê t-`a -t ê te	head-to-head	a private conversation
vis- a' -vis	face-to-face	in relation to, with regard to

Listed below are some common borrowings from Latin, their literal meanings and current usage.

<b>Word</b>	<b>Literal meaning</b>	<b>Current usage</b>
ad hoc	for this purpose	constituted or put forward temporarily
ad infinitum	to infinity	events that seem to go on without end
ad nauseam	to nauseate	a continuation of events that are sickening
advocatus diaboli	devil's advocate	one who takes the opposite side of an argument
bona fide	in good faith	sincerely and honestly
carpe diem	pluck the day	enjoy the day, live to the full
caveat	let him/her beware	legal warning; reservation or caution
in absentia	in absence	without being present
in situ	in position	in the natural or original position
ipso facto	by that fact itself	because of hte fact that has been mentioned

lacuna	a blank space	a missing part, gap
lingua franca	French language	a common language
magnum opus	great work	one's major achievement
modus vivendi	a way of living	feasible arrangement
ne plus ultra	not more beyond	the absolute peak of perfection
non sequitur	it does not follow	an argument which is believed to be illogical
nota bene	note well (abbreviated NB)	pay attention
obiter dictum	something said in passing	an incidental remark or observation
per se	in itself, as such	to the exclusion of other considerations
persona non grata	an unwelcome person	a person who is ostracized
prima facie	on the first	at first view, before closer inspection
pro forma	as a formality	to satisfy requirements
quid pro quo	what for what	something given in return for something
sine qua non	without which nothing	a necessary condition
status quo	state in which	the current state
sui generis	of its own kind	unique, peculiar, constituting a class alone
tabula rasa	blank slate	having no in-built content
verbatim	following the exact words	word for word

Listed below are some common borrowings from Greek, their literal meanings and current usage.

<b>Word</b>	<b>Literal meanings</b>	<b>Current usage</b>
apogee	off-earth	climax
eureka	I have found it	to celebrate a discovery
heuristic	discovery through trial	providing aid in the solution of a problem
hubris	away from proper behaviour	exaggerated pride, often resulting in retribution
plethora	to be full	excess
prolegomenon	speak, write, study	a preliminary remark or introduction

Listed below are some common borrowings from German, their literal meanings and current usage.

<b>Word</b>	<b>Literal meaning</b>	<b>Current usage</b>
angst	fear	intense and traumatizing anxiety
blitzkrieg	lightning war	(offensive) conducted with great speed
ersatz	fake, substitute, imitation	inferior quality
festschrift	celebration-writing	a collection of essays written in honour of a prominent scholar
gestalt	shape, form	a set of things that is considered as a single system which is different from the individual thoughts within it
lebensraum	living space	territory necessary for national existence
leitmotiv	lead motif	a dominant theme
realpolitik	practical politics	politics based on practical factors
wanderlust	to wander, desire, pleasure	strong or unconquerable longing to travel

Listed below are some common borrowings from Italian, their literal meanings and current usage.

<b>Word</b>	<b>Literal meaning</b>	<b>Current usage</b>
cognoscente	to know	a real expert

diva	goddess	divine; a leading female opera singer
mafia	boldness	any malevolent and lawless clique
numero uno	number one	top ranking
prima donna	first day	leading female singer
sotto voce	under one's breath	in an undertone; in a private manner
viva voce	by live voice	voice vote, oral examination

## ROOTS PREFIXES AND SUFFIXES

Root is that part of a word which contains the core meaning of the word. Prefix is that part of a word that is placed at the beginning of a word to change its meaning. A suffix is a word part that is placed at the end of a word to change its meaning. Learning roots, prefixes and suffixes helps to understand the meaning of an unfamiliar word through the meaning of its parts.

Listed below are some common roots, their meanings and examples:

Root	Basic meaning	Example Words
-anthrop	human	misanthrope, philanthropy
-chron	time	anachronism, chronometer
-dem	people	democracy, demography
-dict	to say	predict, contradict
-ject	to throw	eject, reject
-morph	form	amorphous, metamorphic
-path	feeling, suffering	empathy, sympathy
-pedo-, - ped	child, children	pediatrician, pedagogue
-pel	to drive	dispel, repel
-philo, -phil	having love for	philanthropy, philharmonic
-phon	sound	cacophony, phonetics
-port	to carry	import, export
-scrib	to write	describe, prescribe
-tract	to pull	contract, retract
-vert	to turn	convert, divert

Listed below are some common prefixes, their meanings and examples:

Prefix	Basic Meaning	Example Words
a-, an-	without	amoral, anachronistic
anti-, ant-	opposite	antipollution, antacid
auto-	self, same	autobiography, automatic
bio-	life, living organism	biology, biopsy
co-	together	coauthor, cohabit
de-	away, off	deactivate, deregulate
dis-	not, not any	dislike, disappear
geo-	earth; geography	geography, geopolitics
hyper-	excessive, excessively	hyperactive, hypersensitive
inter-	between, among	international, intercellular
micro-	small	microcosm, microscope
mono-	one, single, alone	monosyllable, monoxide
neo-	new, recent	neophyte, neofascism
non-	not	nonviolence, nonstop

pan-	all	panchromatic, pandemic
post-	after	postdate, postnatal
pre-	before	preconceive, prepay
re-	again; back	rearrange, recall
sub-	under	subhuman, substandard
therm-	heat	thermometer, substandard
trans-	across, beyond	transatlantic, transpolar

List below are some common suffixes, their meanings and examples.

<b>Suffix</b>	<b>Basic Meaning</b>	<b>Example Words</b>
-able, -ible	capable or worthy of	eatable, gullible
-fy, -ify	to make	acidify, humidify
-gram	written or drawn	cardiogram, telegram
-graph	written or drawn	monography, phonograph
-ism	the state or theory	capitalism, optimism
-logue, -log	speech, discourse	monologue, dialogue
-logy	discourse, science	phraseology, biology
-meter, metry	measuring device	spectrometer, perimeter
-oid	like	humanoid, spheroid
-phobia	fear	agoraphobia, xenophobia
-phone	sound	homophone, geophone

## IDIOMS

If you say, 'spill the beans' instead of 'reveal a secret' you're using an idiom. the meaning of an idiom of an idiom is different from the actual meaning of the words used. Idioms are part of our daily speech. Many idioms are very old and have interesting histories.

Given below are some commonly used English idioms along with their meaning. After you have read and understood them, visualize different situations and contexts and use them in sentences of your own.

<b>Idiom</b>	<b>Meaning</b>
a bolt from the blue	news that is sudden or unexpected
a close shave	to have a narrow escape
a feather in your cap	a great achievement
a wet blanket	a damper of spirits; a killjoy
ace up your sleeve	a secret advantage
add fuel to the fire	to increase the trouble
at sixes and sevens	disorganized and confused
at the drop of a hat	at once
bark up the wrong tree	to follow the wrong clues
bark worse than one's bite	not as bad-tempered as one appears
be a round peg in a square hole	to be unsuited to the position one occupies
be in one's bad books	to be in disfavor
be in seventh heaven	to be extremely happy
be on cloud nine	to be extremely happy
be pennywise and pound - foolish	to save small amounts but waste all
be up in arms	to be very angry
bear a grudge	to feel annoyed at someone for their action
beat about the bush	to approach a subject in an indirect manner

bee in your bonnet	a crazy idea
bite off more than one can chew	to try to do something one is unable to do
break the ice	to begin work
burn the candle at both ends	to work for many hours without getting enough rest
bury the hatchet	make peace
by a long chalk	by a considerable distance/difference
by fits and starts	keep starting and stopping again
call a spade a spade	to speak frankly and directly
catch a tartar	to attack a stronger foe than oneself
catch red-handed	to catch someone while they are doing something wrong
cause a stink	protest strongly
cloak and dagger	mysterious
cry for the moon	to seek something impossible
dance to one's tune	to be slavish
down-and-out	having no home and living on the street
dressed to kill	dressed attract
drive someone up the wall	annoy someone greatly
face the music	to accept criticism for something you have done
for a song	for very little money
get the axe	lose the job
get the ball rolling	initiate action
get up on the wrong side of the bed	wake up in a bad mood
give oneself airs	to feel proud
give someone the shirt off your back	to be very generous
go to the dogs	to be in a bad state
grind and bear it	to accept an unpleasant or difficult situation
handle with kid gloves	to treat very carefully and gently
hang in the balance	to be in doubt or suspense
hang one's head	to look sheepish or ashamed
have butterflies in one's stomach	to feel nervous
have the key of the street	to be homeless
have the world by the tail	to successful and happy
hit the bull's eye	to reach the target
hit the high spots	to go to excess
horse around	to play around
keep your shirt on	to be cool and calm
let the cat out of the bag	to inform beforehand
look daggers	to look in a hostile manner
make a handle	to make a lot of money
make a killing	to make a large amount of money
make a living	to earn enough money to live
make ends meet	to have enough money to pay your bills
make money hand over fist	to make money fast and in large amounts
money to burn	to have more money than is needed
A-to-Z	completely
make a mountain of a molehill	to exaggerate
miss the bus	to lose one's opportunity
nip in the bud	to destroy at the very beginning
oil one's palm	to bribe
on the wrong side of the blanket	illegitimately
out of the woods	out of danger now

pay through one's nose	to pay too high a price
play fast and loose	to act in a shifty, inconsistent and reckless fashion
prim and proper	very formal and careful
pros and cons	advantages and disadvantages
pull a long face	to look dismal
put the cart before the horse	to do something incorrectly
rack one's brains	to strain one's memory
rain cats and dogs	to rain very heavily
ring alarm bells	to cause people to worry
save face	to avoid humiliation
sell someone short	to underestimate someone
shoot off one's mouth	to express one's opinions loudly
shoot the breeze	to chat informally
smell a rat	to feel convinced that something is wrong
speak your mind	to tell people exactly what you think, even if it offends them
spill the beans	to reveal a secret
spread oneself too thin	to get involved in too many activities
the die is cast	an irrevocable step has been taken
the point of no return	a stage in a process or activity when it becomes impossible to stop it or do something different
throw oil on troubled waters	to pacify a conflict
to and fro	to move in one direction and then back again
toot one's horns	to boast of oneself
touch-and-go	a situation in which there is a serious risk that something bad could happen
upset the apple cart	to cause trouble
with a grain of salt	to accept something with reservation

## PHRASAL VERBS

A phrasal verb is either a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition. Phrasal verbs are very commonly used in the English language. They are mostly used in the English language. They are mostly used informally in every day speech as opposed to more formal verbs, for example, 'drop off' rather than 'fall asleep'. A phrasal verb often has a meaning which is different from that of the original verb.

<b>Verb</b>	<b>Meanings(s)</b>
account for	explain
act out	perform
act up	behave badly
add up	logically fit together; find the total
allow for	include
ask in	invite
back away	go backwards
back down	withdraw
bail out	save
bank on	rely
barge in	make a sudden uninvited entrance
bear on	influence; affect
bear up	resist pressure

bear with	be patient
belt out	sing loudly
belt up	fasten your seat belt
blow out	extinguish
blow up	explode
boil down to	amount to
boil down	reduce to essentials
break down	analyse; list the parts separately
bring off	accomplish
bring forth	produce; list the parts separately
bring off	produce; make known
bring forward	make something happen earlier than originally planned
bring out	publish
bring to	revive
bring up	raise a child; mention
brush off	ignore
bring up	improve skills quickly
bump up	increase
burn off	remove by burning
burn out	lose enthusiasm and energy
call for	demand
call forth	make happen
call off	cancel
call on	visit
carry out	fulfill; complete; accomplish; perform
carry over	continue at another time or place
cash in	convert shares, bonds into money
cash in on	be up-to-date
catch up	do something that should have been done earlier; meet someone
check in	register on arriving at a hotel or at the airport
check out	pay the bill when leaving a hotel
chill out	relax
chip in	contribute some money; contribute to a discussion
churn out	produce in large amounts without much regards to quality
clear away	remove or tidy; leave a place
clear off	tidy out; explain
close out	bring something to an end; close or stop using
close up	close something completely; join together
come about	happen
come across	find by accident
come round	become conscious; change opinion
come by	visit
come down	rain
come down on	criticise heavily
come down with	fall ill
come forth	appear
come upon	find by chance
come up with	think of a solution or excuse
count on	rely
count up	add

crack on	continue doing something with more energy
crack down on	use more force than usual
crack up	have a nervous breakdown; burst out laughing
cut off	interrupt; sever; amputate
cut out	eliminate; delete
cut down	reduce in quantity
figure out	interpret; understand
get across	cause to be understood
give back	return
give out	distribute; announce
give up	surrender something
hand down	deliver; pronounce formally; leave as an inheritance
hand over	yield control of
hold up	delay; rob; threaten with a weapon
keep up	continue; keep the same pace
let down	disappoint
let out	release from confinement
pay off	discharge a debt completely; give someone his final pay
pick up	come to meet an escort; lift with hands or fingers; learn casually
put off	postpone
put on	dress in; deceive
rinse off	rinse the surface of
rinse out	rinse the inside of
run down	trace; hit with a vehicle
run off	trace; hit with a vehicle
see through	casue to depart; reproduce mechanically
see through	complete in spite of difficulties
see off	accompany someone to the beginning of a trip
take down	remove from a high position; write from dictation
take in	understand
take over	assume command of
tear down	destroy
tear up	tear into small pieces
think over	consider
think through	consider from beginning to end
think up	create; invent
throw away	discard
throw over	reject
try on	put on a garment to verify the fit
try out	test
turn down	refuse; lower the volume
turn out	produce; force into existe, extinguish (a light)
wash off	wash the surface of
wash out	wash the inside of
wind up	finish, tighten the spring of a watch or machine
wipe off	wipe the surface of
wipe out	wipe the inside of
work out	solve
write down	record
write out	write down every detail; spell out
write up	compose; prepare a document



## Words often Confused

This section deals with pairs of words which present in our written and spoken language. Study the meanings of the pairs of words given to understand the kind of confusion that exists between words. Take care to use the right word in the right context. Use the pairs in sentences of your own.

abstain	:	to stay away
refrain	:	stop oneself from doing something
abuse	:	use wrongly
misuse	:	use incorrectly
abysmal	:	bottomless
abyssal	:	bottom of oceans
accede	:	agree
exceed	:	go beyond
adapt	:	adjust
adopt	:	choose
adverse	:	hostile
averse	:	dislike
affect	:	act upon
effect	:	bring about
affection	:	love
affectation	:	false pretence
aid	:	to assist
aide	:	assistant
allusion	:	reference
illusion	:	false notion
ambiguous	:	not clear
ambivalent	:	having mixed feelings
already	:	previously
all ready	:	everyone is ready, or prepared
alternate	:	by turns
alternative	:	one or the other
alumna	:	a body of female ex-students
alumni	:	means a body of (male) ex-students
amazement	:	causing great surprise and wonder
astonishment	:	excited by something sudden
amiable	:	lovable
amicable	:	friendly
ancient	:	old
antique	:	old fashioned
apposite	:	suitable
opposite	:	contrary
apprise	:	to evaluate
artful	:	cunning
artificial	:	unnatural
assent	:	agree
ascent	:	climb
ought	:	anything
ought	:	should
berth	:	sleeping place
birth	:	being born

beside	:	by the side of
besides	:	in addition to
biannual	:	half-yearly
biennial	:	two-yearly
canon	:	rule
cannon	:	gun
capital	:	the seat of government in a state
capitol	:	the building where the legislative body meets
capture	:	seize
captivate	:	fascinate
careless	:	without taking care
carefree	:	without any worry
cause	:	the factor that produces an effect
reason	:	justification of an action or belief
ceremonial	:	describes ceremonies
ceremonious	:	describes people when they behave as they might at a ceremony
childlike	:	like a child
childish	:	immature
collaborate	:	work together
corroborate	:	to provide evidence
collide	:	clash
collude	:	conspire to deceive
complacent	:	self-satisfied
complaisant	:	obliging, disposed to please
complement	:	to complete
compliment	:	a praise or a commendation, to praise
comprehensive	:	exhaustive
comprehensible	:	understandable
confident	:	someone whom you confide in
confident	:	to be sure
confirm	:	ratify
conform	:	comply with
congenial	:	suitable
congenital	:	from birth
connote	:	to imply or suggest
denote	:	to indicate or refer to specifically
conscience	:	the moral sense of right and wrong
conscientious	:	scrupulous
contagious	:	spreading by contact
contiguous	:	adjoining
contagious	:	spread by physical contact
infectious	:	spread by germs through air or water
contemptible	:	worthy of hatred
contemptuous	:	scornful
continual	:	frequent
continuous	:	without break
corporal	:	physical
corporate	:	of or belonging to a political body
corps	:	an organized body of persons or cadets
corpse	:	dead body of a human being

council	:	an assembly or a consulting body
counsel	:	advice; a legal adviser
decease	:	death
disease	:	illness
deprecate	:	argue against
depreciate	:	bring down the price or value
destiny	:	fate
destination	:	goal
discreet	:	wise
discrete	:	distinct
disinterested	:	unbiased or impartial
uninterested	:	not interested or indifferent
distinct	:	separate
distinctive	:	characteristic
dual	:	two things
duel	:	a formal contest with guns or pistols
farther	:	remote; distant
further	:	a more advanced point in time
elusive	:	evading
illusive	:	deceptive
eminent	:	great
imminent	:	about to happen
estimate	:	calculation
estimation	:	opinion
exceptional	:	unusual
exceptionable	:	objectionable
facilitate	:	make easy
felicitate	:	congratulate
figuratively	:	metaphorically or symbolically
literally	:	actually
flagrant	:	glaring
fragrant	:	sweet-smelling
flaunt	:	to show off
flout	:	break; disobey
forceful	:	powerful
forcible	:	exercising force
forego	:	precede
forgo	:	surrender
fortuitous	:	event which happens by accident
fortunate	:	lucky
grateful	:	thankful
gracious	:	full of grace
hanged	:	executed by suspending from the neck
hung	:	suspended from above with no support from below
hypercritical	:	over critical
hypocritical	:	insincere
imaginary	:	unreal
imaginative	:	gifted with imagination
imperial	:	relating to empire
imperious	:	haughty
imply	:	to suggest

infer	:	to draw a conclusion
industrial	:	relating to industry
industrious	:	hard-working
infer	:	to improve suffering or punishment
inflect	:	to turn off course, to bend in to modulate
ingenious	:	clever
ingenuous	:	frank
judicial	:	legal
judicious	:	prudent; wise
lightening	:	to illuminate
lightning	:	electrical charges that cause flashes of light during storms
luxurious	:	givent to luxury
luxuriant	:	rich in growth
metal	:	substance like iron
mettle	:	quality, ability
momentary	:	lasting for a moment
momentous	:	very important
official	:	relating to an office
officious	:	unwanted help
popular	:	liked by the people
populous	:	thickly inhabited
precede	:	to come before
proceed	:	to move forward
principal	:	main; chief
principle	:	rule
sanguine	:	cheerful and optimistic
sanguinary	:	blood-thirsty
stationary	:	not moving
stationery	:	materials for writing
venal	:	corruptible
venial	:	slight flaw or offense
wary	:	cautions, suspicious
weary	:	tired; sleepy

## 6. PRESENTATION SKILLS

In this unit you will learn:

- ◆ To plan and preare well for your presentations.
- ◆ To open presentations effectively.
- ◆ To establish a rapport with the audience and sustain their interest.
- ◆ To use body language effectively.
- ◆ To handle questions from audience effectively.

### What is a Presentation?

A presentation is a purposeful communication. In other words, it is the process of presenting a topic to an audience, with a specific purpose.

## **Who should Learn to Make Presentations?**

Everyone. The skill to make a powerful presentation has now become an essential prerequisite for people from different walks of life.

- ◆ Students need to make presentations on various academic topics.
- ◆ Teachers make presentations as part of their teaching.
- ◆ Business professionals make presentations to customers to enhance their business prospects or to their peers to inform them about something.

## **How to Make Effective Presentations?**

For your presentation to be effective, you need to plan the various aspects of it and make necessary preparations too.

### **Choose the right topic:**

Keep the following in mind while deciding on the topic. The topic must be

- ◆ Something that interests you
- ◆ Something on which you have a sound knowledge.
- ◆ Something relevant to your audience.

### **Have a clear goal**

Be clear about the purpose of your presentation. Is it

- ◆ To inform?
- ◆ To explain something?
- ◆ To entertain?
- ◆ To persuade or dissuade?

### **Have a central idea or thesis**

The brief and clear statement that you use to introduce the central argument of your presentation is your thesis. This acts as a preview for your audience and tells them what the entire presentation is about. For instance, if you are making a presentation on 'Ban on soft drinks', your thesis statement could be something like this: *In my presentation today I would like to state that soft drinks are harmful to our health.*

### **Know your audience**

- ◆ **Composition**  
Who are the audience? Are they students? Are they businessmen? Are they professionals? This information will help you use examples related to your audience.
- ◆ **Size**  
What is the size of the audience? Are they a small group of four colleagues or a large gathering of forty competitors? Use this information to prepare handouts that you may want to distribute and think of the activities you plan to have (pair work/ group work)
- ◆ **Knowledge and needs**  
What do they know about your topic? Are they experts or non-experts? What are their needs and expectations?

Your knowledge about your audience should help you take decisions about the kind of language (formal or informal) you want to use, the extent of information you could cover and the ways to involve the audience in your presentation.

### **Know the venue**

- ◆ Where are you making your presentation?
- ◆ Is it small classroom, meeting-room or a large conference hall?
- ◆ Is it suitable for the activities that you have planned?
- ◆ What facilities and equipments are available?

### **Know the time and length of presentation**

When is your presentation and how long is it?

Will it be fifteen minutes or fifty minutes?

### **Decide on the methodology**

- ◆ How do you go about making your presentation?  
(Using notes, white/blackboard, OHP / LCD projector)
- ◆ Do you want to make a formal or an informal presentation? You can make it informal if the audience are your colleagues/friends and it must be formal if your audience are businessmen, clients or your superiors.
- ◆ How many visuals do you want to use? This depends on the type and the amount of information you would want to use.
- ◆ Do you want to use humour? If your presentation is meant only to entertain your audience, you could use humour. In a formal presentation, use humour sparingly.

### **Structure your presentation**

Organise your presentation in a logical structure. Presentations are usually organised in three parts, and concluded with a question-answer session.

The three parts of a presentation are discussed below.

#### **Opening**

- ◆ Announce your topic and thesis statement.
- ◆ To open the presentation, you may use questions or rhetorical questions, quotes, statistics, shock statements, proverbs or anecdotes.
- ◆ Announce the estimated duration of the presentation.

#### **Body**

- ◆ Explain the structure of your presentation.
- ◆ Keep to your structure.
- ◆ 'Signpost' throughout. Use signalling devices such as *firstly*, *secondly*, *finally*.

#### **Conclusions**

- ◆ Summarise your presentation.
- ◆ Remember to thank your audience.
- ◆ Invite questions and offer to answer them if you can.

### **Question & Answer (Q & A) Session**

This is one of the most important parts of your presentation. Most of the impact you are going to leave on your audience will be dependent upon how you handle the questions. Here are a few important things to remember.

## **Plan ahead**

### **At the time of preparation**

As you are preparing for your presentation, anticipate questions that might be asked by the audience and have their answers ready.

### **While making your presentation**

While you are making your presentation you will know how well the content is being received by the audience. Make eye contact with every member of the audience and ensure that they are with you. Depending on the responses and reactions of the audience, modify your plan if necessary. Also, be aware of any gaps in your presentation, left either unconsciously or unwittingly. Sometimes it is a good idea to leave some gaps so that you can keep your audience guessing or get them to ask you questions at the time of the question and answer session.

### **Listen to the entire question carefully**

Do not begin answering before the questioner finishes his question.

### **Rephrase or repeat the question**

This is done mainly to assure the questioner that you have understood the question clearly and correctly, to help others understand the question and to buy time before answering.

### **Pause and answer**

Pausing will surely have a great effect when used wisely. So, learn to pause before you answer.

### **Break eye contact with the questioner**

Initially, for a few seconds, you may have eye contact with the questioner, but you should then break your eye contact with him and speak to the entire audience. This is especially important if you wish to keep control over your audience.

### **Relate your answer to one of your major points**

By doing so, you can reinforce the ideas that are important for your presentation. You must view this as the last chance for you to make your presentation more useful to your audience.

### **Learn to handle negative questions**

Rephrase the negative question to make it less emotional and more neutral. If there are questions that you cannot answer, express your inability to answer it immediately. Offer to follow it up and also specify how and when you wish to do that.

### **Learn to use Technology**

Use of technology will enliven your presentation. You have to take a decision about which technology is to be used depending on the venue, availability and appropriateness of the technology to the content of your topic. However, make yourself familiar with the use of as many of equipment as you can. This might help you in handling certain tricky situations. For instance, your teacher/ boss might ask you to prepare a powerpoint presentation and a sound knowledge of technology will come handy here.

### **Overhead Projector**

Overhead projector (OHP) is used to show overhead transparencies (OHTs). Using an OHP might add variety to your presentation. However, make sure that you know how it functions so that you will be able to do some amount of troubleshooting yourself in case of any problem.

Here are a few tips for using slides effectively

- ◆ Use large fonts on your transparencies so that the text is readable to the entire audience.
- ◆ Position the projector and the screen centrally so that the audience can view the slides comfortably.
- ◆ Include only key ideas on the slide. Do not have long texts.
- ◆ Do not read aloud the text on the slides. Allow the audience to do it themselves.
- ◆ Explain and elaborate the key ideas on the slide.

### **Powerpoint presentation**

A powerpoint presentation is made using slides displayed on a computer. Most of the points mentioned about the use of OHP slides hold good for Powerpoint slides too.

- ◆ Powerpoint slides offer many more options such as animation, use of colour and use of audio and video files. However, do not overuse colours, graphics and sound effects.
- ◆ Ensure that there is little light around the screen.
- ◆ Organise your slides carefully and learn how to go back and forth while making your presentation.

### **Handouts**

Handouts are any documents or samples that you 'hand out' (distribute) among your audience. Prepare them in advance and make adequate copies. Take care to distribute them at the appropriate time during your presentation. If there is a log of information which cannot be presented using slides, you may consider giving handouts.

### **Visual Aids**

Use pictures, photographs and drawings to present information to your audience. However, make sure that

- Too many visuals are not used
- Too much information is not presented on your visuals
- Your audience gets sufficient time to look at them.

### **Other Essentials of a Presentation**

#### **Coping with stage fright**

It is human to be nervous while facing an audience, no matter how experienced you are. Do not be unduly worried about it. Here are some tips to overcome stage fright.

- Do not tell your audience that you are nervous.
- Focus on your message and not on yourself.
- Overcome your fear/nervousness by using active physical movements and gestures.
- Practise deep breathing.
- Arrive early, and establish rapport with the members of your audience.
- Maintain a warm and friendly relationship with your audience.
- Establish eye contact with each member in your audience.

#### **Make Effective use of non-verbal communication**

A large part of communication takes place through body language. Apt use of body language can make



your presentation more effective. Your body speaks to your audience even before you start the oral communication. Your dress, hairdo, style of walking and your gestures and facial expressions speak a lot about you.

To use your body language effectively, learn to

- **Maintain eye contact:** Maintain eye contact to sound credible. Look in the eye of each member in your audience.
- **Use appropriate facial expressions:** Display appropriate facial expressions. A warm smile can reduce tension and make your audience comfortable. But do not grin continuously.
- **Use gestures**
  - Use your face, head, arms and shoulders to enhance the meaning of your words. Do not lock your hands behind you.
  - Use appealing and positive gestures.
  - Do not shake your head violently
  - Do not use the same gesture repeatedly.
- **Walk a little:** It will make you feel better. But if you walk up and down aimlessly it is bound to distract your audience. Use walking on the dais and in the hall/room just to add variety to your presentation.
- **Modulate your voice:** Modulating your voice will make your presentation interesting. You must learn to vary your speed, pitch and volume.

### Rehearse Your Presentation

Before you actually make your presentation, rehearse it. Rehearsing helps you

- To be clear about your content
- To assess your strengths and weaknesses
- To learn to pronounce difficult words correctly
- To manage time effectively

You need to rehearse the presentation as a whole. While rehearsing imagine the real presentation situation. Rehearse often and wherever possible.

### Suitable Expressions

#### To Start

Let me start/begin by.....  
I would like to begin with.....  
I deem it appropriate to begin with.....

#### To Conclude

That brings my presentation to an end.  
That's it for now!  
That's all I have to say on this.  
Let me now conclude by.....  
To sum it up.....

#### To give examples

For instance.....  
For example.....

As an illustration.....  
A good example of this is.....

### **To Conclude Discussion on a topic**

I have looked at.....  
I spoke to you about.....  
That's all I have to say about.....

### **To introduce a new topic**

Let's now look at.....  
Let me move on to.....  
And the next point is.....

### **To respond to questions**

That's a good question!  
To answer your question.....  
Can I get back to your question later?  
I'm glad that you've asked this!

## **Sample Presentation 1**

Read this sample presentation carefully and notice how the expressions listed above are used.

Good morning, ladies and gentleman.

The topic of my short presentation today is "How to Make Effective Presentations". I will be talking about the three important stages in any presentation - the introduction, the main body and the conclusion. This presentation will last for about five minutes. If you have any questions, could you reserve them till end of the presentation? I'll try and answer them then.

Let me first talk about how to start your presentation. The introduction to any presentation is vital because most of the members of the audience make judgements about the presenter in the first few minutes. It is, therefore, important to capture the attention of the audience in the first few minutes. Some of the commonly used techniques for making powerful openings to presentations are by using questions / rhetorical questions, quotes, statistics, shocking statements, proverbs and anecdotes. Having said that, it's for the presenter to decide, which of these suit the topic, purpose and the audience. Also remember to tell the audience what you are going to present. It is always useful to let the audience know the duration of your presentation and your policy on questions.

Let me now move on to the most important part of a presentation, the body of the presentation. Present your key ideas and explain and elaborate each of them. Remember to signal to the audience when you move from one idea to another. It is important to know how well your presentation is being received. Therefore, make eye contact with members of the audience and estimate the level of receptivity. Sometimes, it may be necessary to adapt your presentation in view of the response from the audience. Learn to think on your feet and take appropriate decisions. Ensure that your language is simple and appropriate for the audience. It is also important that you present the subject clearly.

Finally, let me talk about how to close a presentation. Present a summary of the main points that you discussed so that the audience has an opportunity to check their own notes. It is not advisable to talk about any new points while summing up. Before you close, remember to thank the audience and invite them to share their ideas, comment on your presentation and ask questions if any.

It is time for me to sum up. We discussed how to make effective presentations. First, we discussed how to make powerful openings and how to introduce the topic of your presentation. In the second part, we analysed the second stage of a presentation, the body and discussed how to go about presenting the main points. The third part of the presentation was focused on how to conclude the presentation by summarizing and inviting the audience response to the presentation.

Now, if you have questions, I'll try and answer them.

### **Sample Presentation - 2**

Read carefully to this sample presentation about a smart phone and notice how the content is organised neatly and delivered persuasively.

Good morning, ladies and gentleman.

I'm Rakesh from Winsung. I'm happy to introduce you to our revolutionary smart phone, Ariel-999 which we launched just 5 days ago. Please allow me to take about 3-5 minutes of your time for this presentation. I'll be glad to answer your questions after I close my presentation.

I am really proud to say that Ariel - 999 is not just a mobile phone but is almost like a PC as it has the ability to add applications for enhanced data processing and connectivity.

I shall touch upon a few prominent features of Ariel - 999 which make it such an exciting tool. They include.

- ◆ Internet
- ◆ Email
- ◆ E-book reader
- ◆ Large colour screen
- ◆ MS office
- ◆ A built-in full keyboard
- ◆ Other attractions

Now, let me explain these features briefly.

Firstly, let me start with the phone's internet and email capabilities. Our smart phone allows you to access the Web at higher speeds, thereby, making it possible to browse your favorite sites quickly. This phone enables you to keep in touch with your colleagues and friends while you are on the move. This helps you to be accessible to them any time, anywhere!

Now, let me talk to you about the e-book reader on the phone. It allows you to read any e-book of your choice. The large colour screen makes reading your favourite e-book, a pleasurable experience. There are many e-books on the net that you can download and read at your convenience using our smart phone.

Another important application on this phone is the Windows Mobile. This allows you to create and edit Microsoft Office documents. I'm very sure you will find this feature handy as it helps you to do your assignments like preparing your technical reports and also to make PowerPoint presentations in your college or workplace. When you are supposed to submit your work in a short time and you don't have time to go home and sit in front of the computer, just pick up our smart phone and get your work done.

One of the things many struggle with in a phone, is its keyboard. This phone has the full QWERTY keyboard. You also have the option of using the touch keypad on the screen, to type information.

I'm not done as yet. I must talk about a galore of other attractions. While you are on the move, you can listen to your favourite music, watch pictures of your family, friends, favourite person or watch video clips. You can even get driving directions via GPS.

Finally, about the price. It is quite an affordable phone. Ariel - 999 is the cheapest smart phone with the most exciting features that you can find in the market.

The response to Ariel - 999 has been overwhelming. So, I'm afraid you may have to wait for at least two days for delivery, after placing your order.

Ariel - 999 can be bought online or from many of our retail sales outlets and you can get free home delivery too.

Well this almost brings my presentation on this exciting and essential piece, to an end. Thank you very much for your time.

Now, if you have any questions, I'll be happy to answer them.

### **Sample Presentation - 3**

Read to the following presentation about a construction company. Here the representative of the company attempts to convince his prospective customers on why his company would be the best choice.

Good morning everyone.

I'm Manoj from MIDAS. Thank you for this opportunity to talk to you about our construction company that has redefined the large-scale construction industry in India.

In this short presentation I shall present the highlights of the company. You are welcome to ask questions, if any, at the end of my presentation.

As you all know MIDAS is one of the largest private sector engineering construction companies in India specializing in large-scale housing works and developing new age construction technologies.

I'm proud to say that our company has carved a niche for itself with an impressive track record over the last 60 years. Our past clients have expressed complete satisfaction with our huge and innovative housing structures. Over the past few years our company has taken giant strides in technology and innovation, and is now recognized as a front runner in housing construction in India.

We undertook many challenging and high value projects in large-scale housing work. So far the company has completed more than 250 mass housing projects all over India. And the company is planning to take up many more ambitious housing project contracts in 15 states in India.

Countless client testimonials, several awards and certifications prove that MIDAS is the number one large-scale construction company in India. We are also the proud recipient of the ISO 90001 certification for our Quality, Environmental and Occupational Health & Safety Management System.

It's a matter of pride that we are the only company in India that offer our clients a complete range of Engineering, Procurement and Construction (EPC) services that cater to all the clients' construction needs.

Being highly quality conscious, we take abundant care at each stage of site investigation, excavation and foundation laying, basement construction, structural systems for the superstructure, site and material handling, wall and floor construction, cladding and roof construction.

We undertake mass housing works using innovative technologies which are capable of fast construction and are able to deliver good quality and durable structures in a cost effective manner. To achieve this end, our company has successfully adopted imported technologies such as the “Mascon System” and the “Mivan System”. By using these systems, housing units of all sizes and heights can be constructed in a fast and cost-effective manner. The construction process gets faster as we eliminate traditional column and beam construction. Instead walls and slabs are cast in one operation at the site itself by use of specially designed, easy to handle light-weight, pre-engineered aluminium forms. These systems are also cost-effective as ninety-nine percent of the Mascon equipment is made of aluminium while the remaining one percent is steel. The use of aluminium allows the larger components to be big enough to the need for cranes or other heavy-handling equipment is eliminated. Moreover, all of the individual pieces of equipment are joined by simple steel pins and wedges and the only tool required in assembly is a hammer. This also eliminates the need for skilled workers.

We are also the front runners in the use of other advanced technologies like the Prefabrication Technology, Tunnel Formwork Technology, Outinard Technology, and Mascon Technology.

Let me tell you briefly how we put these technologies to use.

#### *Prefabrication Technology*

In our large-scale housing construction project in Chennai, we used the precast concrete elements in roofs, floors and in walls. This made it possible to eliminate shuttering centering & plastering labour and saved material cost.

#### *Tunnel Formwork Technology and Outinard Technology*

Using these technologies, the company took up three massive housing structures in Gujarat and completed them in three months. To this end the company used high quality steel forms to construct walls and slabs in one continuous pour.

#### *Mascon Technology*

The Mascon Construction System is a system for forming the cast-in-place concrete structure of a building. It is also a system for scheduling and controlling other construction jobs such as steel reinforcement, and concrete placement. We used this technology in our recently completed project in Hyderabad.

I would like to assure you that with our commitment and ability to put the latest technologies into use your dream will be built to your satisfaction, in a record time without compromising on the quality.

To conclude, I'd like to say that as we are the front runner in massive housing construction in India with new-age construction technologies and as we also have an excellent track record I'm sure you'd be delighted with our services to you.

This brings my presentation to a close. Thank you very much for your time and cooperation. If you have any questions, please do feel to ask them.

### Topics For Presentations

1. Population Explosion
2. Unemployment
3. Generation Gap
4. The Internet
5. Indian Culture
6. Western Culture
7. Mercy Killing
8. Corporal Punishment
9. Capital Punishment
10. Reservations
11. Women Empowerment
12. Feminism
13. Call Centre jobs
14. Urban Slums
15. Ragging
16. Democracy
17. Socialism
18. Science
19. Religion
20. Environment
21. Education
22. Time management
23. India's Performance in Olympiad
24. Mobile Phones
25. TV Serials
26. Present-day films
27. Festivals
28. Use of English in India
29. Cable TV
30. Examinations

### Checklist For Presentations

Use the checklist below to assess /evaluate your presentation. This must be done consciously and consistently in the initial stages, until you become clear and confident about making presentations.

1. Was the opening effective?
2. Was the conclusion effective?
3. Was the information presented clearly, confidently and interestingly?
4. Was the structure of the presentation clear to the audience?
5. Was the audience's involvement adequate?
6. Was the body language vibrant and effective?
7. Was the question-answer session handled effectively?
8. Was the language simple, clear and understandable?
9. Was the purpose of the presentation served?
10. Was the time managed well?

You can also take the help of others in evaluating your presentation. The following evaluation sheet might be used for the same. This evaluation sheet could be used for assessing a speaker's overall performance. This gives the presenter feedback on his main strengths and weaknesses.

### Evaluation Sheet

Evaluator's Name \_\_\_\_\_ Speaker's Name \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Scoring: Circle appropriate number from 1 to 10 (highest score is 10)

Topic (appropriate to audience, sufficiently narrowed)	1 2 3 4 5 6 7 8 9 10
Organization (introduction, body, conclusion)	1 2 3 4 5 6 7 8 9 10
Delivery (gestures, voice, pause etc)	1 2 3 4 5 6 7 8 9 10
Body language (gesture, eye contact, facial expressions)	1 2 3 4 5 6 7 8 9 10
Language ability (correct, concise, clear, courteous)	1 2 3 4 5 6 7 8 9 10

Score (out of 50): \_\_\_\_\_

## 7. INTERVIEWS

In this unit you will learn:

- ◆ how to face interviews confidently
- ◆ the do's and don'ts for interviews
- ◆ to use appropriate voice, pace and volume
- ◆ things to do before, during and after the interview
- ◆ the appropriate language for interviews

### Interviews

#### What is an interview?

An interview is a type of conversation between two or more people where questions are asked by the interviewer(s) to obtain information about the interviewee(s). Interviews are mainly of two types - for assessment and for information.

This unit focuses only on interviews for assessment. These are also called job interviews.

#### What is a job interview?

A job interview is one in which a candidate seeking employment, is interviewed by one or more interviewers in order to assess and determine his suitability for a particular position.

#### What does attending an interview feel like?

Many people feel stressed and turn into a bundle of nerves at the thought of a job interview. But it can be a pleasurable experience if you think of it as an opportunity to demonstrate your skills and abilities, and if you care to prepare well for it.

#### How to stay calm at the time of an interview?

An interview is an important event that could lead to your dream job or career, but worrying too much about it will only make you more nervous and hamper your performance. Tell yourself that it is just an interview and do not put too much pressure on yourself by thinking about the importance of the interview. Also, tell yourself that you will be fine no matter what the outcome. Don't worry too much about success or failure, instead, concentrate on doing your best.

Do remember that the interviewer is not a monster. He is not there to trick you, or terrify you, instead, he is trying to find out whether you are the right candidate for the job. If you keep that in mind, you will find yourself a lot more relaxed and confident.

#### What happens if a candidate is extremely anxious?

Extreme anxiety and nervousness can make a person tongue-tied, talk too much or say the wrong things. As a result, he might fail to perform to the best of his potential. Relaxation techniques such as yoga and meditation are effective in overcoming extreme cases of interview fright.

#### How important is non-verbal communication in Interviews?

Non-verbal communication matters a great deal in interviews. It reveals many of your personality traits like confidence, nervousness, attentiveness, aggressiveness and assertiveness. It is believed that words can deceive but body language cannot, as it comes from the sub-conscious.

## **What kind of body language is appropriate for interviews?**

To do well at a job interview

- ◆ Look calm and confident and not tense and confused.
- ◆ Sport a smile and don't be too serious.
- ◆ Through your facial expressions, give the impression that you have come to discuss things about yourself and not to be grilled by the interviewers.
- ◆ Be energetic and enthusiastic and not dull and docile.

## **How to Face Interviews Confidently?**

Here are some useful tips to help you face a job interview confidently

### **Before The Interview**

#### **Know the organisation**

Do some research on the organisation, know who their customers are and what the organisation's objectives are. Once you have this information, make a list of what skills or knowledge you have that would be valuable to them.

#### **Know the position**

Learn as much as you can about the position you have applied for. Access a copy of the job description. Talk to someone employed in the same position.

#### **Keep Your papers ready**

You must be ready with all the documents that are to be produced at the interview.

- ◆ Copies of your resume, originals (and copies) of your qualification papers.
- ◆ Copies of references, samples of your work (if applicable)

Organise and arrange your papers. Don't take a pile of paper work that you have to sift through to find something. This will give the impression that you are a disorganised person.

#### **Dress Well**

Physical appearance does matter. But don't be unduly worried about your appearance during the interview. It will only make you nervous and you will quickly lose confidence. You have to dress well for job interviews. What is important is that you feel comfortable in whatever you are wearing. Keep these points in mind while deciding on what you wear.

- ◆ Don't wear anything too flashy.
- ◆ Avoid wearing a new or unusual dress.
- ◆ Wear neat and clean clothes but not fashionable ones.
- ◆ Look professional without overdoing it.

#### **Reach Early**

Reaching the venue early for the interview will give you enough time to collect your thoughts and calm yourself down before the big event. So make sure that you are there at least 15 to 20 minutes ahead of your scheduled interview time.



## **Learn to say the right things the right way**

Get savvy and train your mind and body to say the right things. Rehearse the Frequently Asked Questions (FAQs) and learn to use your body language effectively.

## **Study your own resume**

Taking a close look at your resume before the interview helps you anticipate the questions it may generate.

## **Anticipate Questions**

Your efforts to know the organisation and the details of the position you are applying for should help you anticipate the questions that may be asked. Prepare answers for these questions.

## **Prepare a list of questions**

Generally, in a job interview you will also be given an opportunity to ask questions related to the organisation, the nature of work and the position applied for. So be ready with a few points / questions on which you would want clarifications from the interviews.

## **Gather information about the venue**

You should

- ◆ Know the exact location
- ◆ Estimate the required time for travel
- ◆ Find out the right mode of transport to reach there.

## **During the interview**

### **Be friendly and courteous**

You must appear friendly and pleasant. Use polite expressions.

### **Be assertive**

When you first meet the interviewer be assertive and extend your hand. Shake hands with a firm grip and a warm smile.

### **Answer questions carefully**

To do this effectively, keep these points in mind.

- ◆ Listen carefully and understand the questions.
- ◆ If you don't understand the question, do not hesitate to ask the interviewer to clarify.
- ◆ Do not be in a hurry while answering questions.
- ◆ Pause for a while to let the question sink in and then answer.
- ◆ While answering questions, follow the lead given by the interviewer.

### ***For Example:***

**Interviewer** : *Why would you like to work with us?*

**Candidate** : *I would like to work with your organisation because I gather that your organisation offers a challenging work environment. I like challenges and I've been looking forward to being a part of your organisation.*

- ◆ Make sure that your answers are clear, concise and to the point.
- ◆ Provide adequate and relevant information.
- ◆ Use minimum words to produce the maximum effort; but do not be stingy about using words. Avoid monosyllabic answers.

### **Emphasize**

- ◆ Highlight your qualifications and experience.
- ◆ Emphasize on ways in which the organisation can benefit from hiring you.
- ◆ Give concrete examples of what makes you the ideal candidate.

### **Ask for clarification**

Don't be afraid to ask for clarification. Remember, a good interview is a two-way street. You should seek clarifications to see if the organisation is where you would like to work. But do not overdo it.

### **Be aware of your body language**

- ◆ Walk slow on entering the interview hall.
- ◆ Relax with every breath.
- ◆ Be alert.
- ◆ Keep your head up and and look straight.
- ◆ Sit up and lean forward to show interest.
- ◆ Avoid leaning back.
- ◆ Be aware of your posture.
- ◆ You should not have a laidback posture, but do not bend forward too much.
- ◆ Maintain eye contact but do not stare.
- ◆ While being interviewed by a panel, make sure you make eye contact with each member of the panel.

### **Ask for permission to do a follow-up**

When the interview is over, ask for permission to make a follow-up call or write a follow-up letter.

### **Thank the interviewers**

When the interview is over, thank the interviewers before leaving the room.

### **After the interview**

#### **Assess your performance**

Use the interview checklists (like the one provided in this unit) and assess your performance to identify areas for improvement.

#### **Follow it up**

Send a brief note thanking the interviewer(s) for meeting you and for providing you with additional information about the organisation. You may also mention something specific about the organisation that impressed you. Indicate what makes you an ideal candidate; restate your interest in the position and state that you are looking forward to hearing from them.

## Master Tips for interviews

Some useful tips for interviews are given below. They are presented as do's and don'ts.

- √ Do your research. Know as much as you can about the organisation.
- √ Look professional. Remember that the first impression is the best impression.
- √ Be on time. No one will believe that you can be punctual at work if you are late for the interview.
- √ Do think of ways to connect your past experiences to the job you are applying for.
- √ Maintain eye contact while you engage in conversation with the interviewers. Look the interviewer in the eye. This displays confidence and honesty.
- √ Ask questions.
- √ Be active and show your interest in the interview.
- √ Be focused. Do not allow your mind to wander.
- √ Look at the interviewer who is asking the question, but maintain eye contact with the whole panel.
- √ Your answers should be expressed using simple and clear words, with correct pronunciation.
- √ Express your views slowly but steadily, so that interviewers can easily understand you.
- √ Make use of gestures and facial expressions to make your point more emphatic.
- × Don't discuss your financial hardships. The employer doesn't want to employ you because of your financial situation.
- × Don't look at the interviewers casually and carelessly.
- × Don't speak poorly about your previous or current employer. If asked why you left your previous job or want to leave your current one, be respectful and tactful.
- × Don't forget to 'be yourself'.
- × Don't be a hurry to answer. You must learn to pause and organise your thoughts before answering a question.
- × Don't talk too fast or too slow.
- × Don't use long sentences.
- × Don't speak too loudly.
- × Don't give yes or no answers. These do not give the employer enough information.
- × Don't be negative in your attitude.
- × Don't bluff.
- × Don't use gestures excessively.
- × Don't refuse a job-offer. Ask for time, if necessary, to make a decision.
- × Don't stare at the floor, or at the ceiling. This will be seen as a sign of being inattentive.
- × Don't forget to thank the panel before you leave the room.

## Language suitable for interviews

### Use of past tense

Use past tense to talk about your studies and academic record.

For Example : *I did my schooling from a government school at Khammam, A.P.  
I graduated from SKV College in 2002.*

When talking about past employers use past tense to show that you are no longer working for that organisation.

For Example : *I was employed by HMT from 2000 to 2003 as a sales representative.  
I worked as a preceptionist at the Taj during my last summer vacation.*

### Use of present tense

Use present tense to talk about what you are pursuing currently.

For example : *I am currently doing a degree in Mechanical Engineering.  
I am also doing a course in COmmunication Skills at Centre for English  
Language Training (CELT), OU, Hyderabad.*

## Use of Present Perfect Tense and Present Perfect Continuous Tense

While talking about current employment, you should be using the Present Perfect or Present Perfect Continuous Tense. This shows that you are still performing your tasks at the current job.

For example : *I have been working as a front office executive at PNR Pvt. Ltd.*

## Use of appropriate verbs

The verbs below could be of use to you in talking about your responsibilities and activities. Use them in the Past Tense form to talk about your Past responsibilities.

<i>Accomplish</i>	<i>Administer</i>	<i>Analyse</i>	<i>Assist</i>	<i>Attain</i>
<i>Carry out</i>	<i>Classify</i>	<i>Collaboare</i>	<i>Complete</i>	<i>Compute</i>
<i>Conceive</i>	<i>Conduct</i>	<i>Control</i>	<i>Coordinate</i>	<i>Define</i>
<i>Delegate</i>	<i>Derived</i>	<i>Detect</i>	<i>Develop</i>	<i>Device</i>
<i>Direct</i>	<i>Discover</i>	<i>Document</i>	<i>Edit</i>	<i>Establish</i>
<i>Explore</i>	<i>Facilitate</i>	<i>Finalise</i>	<i>Formulate</i>	<i>Manage</i>
<i>Maintain</i>	<i>Moderate</i>	<i>Motivate</i>	<i>Negotiate</i>	<i>Organise</i>
<i>Perform</i>	<i>Pioneer</i>	<i>Promote</i>	<i>Recruit</i>	<i>Rectify</i>
<i>Redesign</i>	<i>Revise</i>	<i>Screen</i>	<i>Select</i>	<i>Supervise</i>
<i>Test</i>	<i>Train</i>	<i>Transact</i>	<i>Transcribe</i>	<i>Upgrade</i>

## Use of appropriate adjective

To describe your skills / abilities / personality traits the following adjectives are useful:

<i>Active</i>	<i>Adaptable</i>	<i>Analytical</i>	<i>Asssertive</i>	<i>Broadminded</i>
<i>Competent</i>	<i>Conscientious</i>	<i>Creative</i>	<i>Customer-oriented</i>	<i>Dependable</i>
<i>Determined</i>	<i>Efficient</i>	<i>Energctic</i>	<i>Enterprising</i>	<i>Enthusiastic</i>
<i>Flexible</i>	<i>Industrious</i>	<i>Innovative</i>	<i>Logical</i>	<i>Loyal</i>
<i>Methodical</i>	<i>Motivated</i>	<i>Objective</i>	<i>Persuasive</i>	<i>Pleasant</i>
<i>Positive</i>	<i>Practical</i>	<i>Reliable</i>	<i>Sincere</i>	<i>Successful</i>
<i>Supportive</i>	<i>Tenacious</i>	<i>Trustworthy</i>	<i>Vibrant</i>	<i>Wise</i>
<i>Youthful</i>	<i>Zealous</i>			

Use the expressions given here, at interviews and for writing your resume. Work on these lines to make the best impression possible.

## FAQs and Responses

Some of the Frequently Asked Questions (FAQs) at interviews are given below. Study and prepare your own appropriate responses to these questions.

- Interviewer : *Tell us something about yourself*
- Candidate 1: *I grew up in Hyderabad. After completing my Master's in Instrumentation Engineering. I worked for to years as a design consultant at Rana Consult ants in Hyderabad. I enjoy playing cricket as a System's Administrator with a small organisation.*
- Candidate 2: *I've just graduated from the Osmania University, in Computers. During the last summer, inorder to pay for my education I worked as a Systems' Administrator with a small organisation.*

**Comment** : *This question is meant as an introduction. Do not focus too specifically on any one area. It is often used to help the interviewer choose what he would like to ask next. Though it is important to give an overall impression of who you are, concentrate on work-related experience. Work-related experience should always be the focus of any interview.*

Interviewer : ***What kind of position are you looking for?***

Candidate 1: *I'm interested in an entry level (beginning) position..*

Candidate 2: *I'm looking for a position in which I can utilize my experience.*

Candidate 3: *I would like to start at any position for which I qualify.*

**Comment** : You should be willing to take any position that suits your experience and qualifications.

Interviewer : ***Are you interested in a full-time or a part-time position?***

Candidate : *I am more interested in a full-time position. However, I would also consider a part-time position.*

**Comment** : This is up to you. Make sure to leave open as many possibilities that you get. Tell the interviewer you are willing to take up any job. Once the job has been offered, you can always refuse, if the job does not appeal or interest you.

Interviewer : ***Can you tell me about your responsibilities at your last job?***

Candidate : *My responsibility was to advise customers on financial matters. After consulting the customer, I had to fill a customer inquiry form and catalogue the information in our database. I, then had to collaborate with colleagues to prepare the best possible package for the client. The clients were then presented with a summarised report on their financial activities, that I formulated on a quarterly basis.*

**Comment** : Notice the amount of details necessary when you are talking about your experience. But do not generalise. The employer wants to know exactly what you did and how you did it. Be as detailed as you can, so that the employer understands how well you know the job. Remember to change your vocabulary when talking about your responsibilities. Also do not begin every sentence with "I". As shown above, use passive voice or an introductory clause to help you add variety to your presentation.

Interviewer : ***What is your greatest strength?***

Candidate 1: *I work well under pressure. When there is a deadline, I can focus on the task at hand and structure my work schedule. I remember one week, When I had to get six new customer reports out by Friday at 5 p.m., I finished all the reports ahead of time without having to work overtime.*

Candidate 2: *I am an excellent communicator. People trust me and come to me for advice. One afternoon, my colleague was involved with a troublesome customer who felt he was not being served well. We sat over a cup of coffee, at my desk, where we solved the problem.*

Candidate 3: *I am a troubleshooter. Whenever there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server crashed. The manager was desperate and called me to get the LAN back on line. After taking a look at the daily backup, I detected the problem and the LAN was up and running within the hour.*

Candidate 4: *I am a quick learner. In the part-time job I was doing last year, I made rapid progress in the first three months of my work. My boss appreciated me for learning quickly and entrusted me with several challenging tasks. I even volunteered to assist my colleagues in helping them document their reports efficiently.*

**Comment :** This is the time to highlight yourself and your skills. Don't be modest! Be confident and always give examples. Examples show that you are not merely boasting but actually do possess those strengths.

Interviewer : **What is your worst weakness?**

Candidate 1: *I work too hard. When there is a task at hand, I get involved so passionately that I get irritated very easily. However, I am aware of this problem, and before I say anything rude to anyone, I check myself.*

Candidate 2: *I tend to spend too much time making sure that customers are satisfied. However, I began setting time-limits for myself, when I noticed this happening.*

**Comment :** This is difficult question. You need to mention a weakness that is actually a strength. Make sure that you always mention how you try to rectify the weakness.

Interviewer : **Why do you want to work with us?**

Candidate 1: *After following your firm's progress for the last few years, I am convinced that you are becoming one of the major market leaders and I would like to be part of such a team.*

Candidate 2: *I tend to spend too much time making sure that customers are satisfied. However, I began setting time-limits for myself, when I noticed this happening.*

**Comment:** This is a difficult question. You need to mention a weakness that is actually a strength. Make sure that you always mention how you try to rectify the weakness.

Interviewer : **Why do you want to work with us?**

Candidate 1: *After following your firm's progress for the last few years, I am convinced that you are becoming one of the major market leaders and I would like to be part of such a team.*

Candidate 2: *I am impressed by the quality of your tools/products. I am sure that I would be improving my skills by working with you and I can contribute to the organisation's growth as well.*

**Comment :** Prepare yourself for this question by collecting information about the organisation. The more details you can give, the better you show the interviewer that you know the organisation.

Interviewer : **When can you begin?**

Candidate 1: *Immediately*

Candidate 2: *As soon as you would like me to begin.*

**Comment :** Show your willingness to work at their convenience. But be sure of when to join.

Interviewer : **How long do you expect to work with us, if hired?**

Candidate 1: *As long as you feel I'm doing a good job.*

Candidate 2: *I wish to be associated with you for a long time.*

**Comment :** Show your willingness to work for a long period. But do not give any specific time frame. Instead, put the ball in their court.

Interviewer : **How much do you expect us to pay?**

Candidate 1: *That's a tough question! Could I know the range for this position?*

**Comment :** Do not give any specifics. Instead, give a wide range if need be. It is hoped that these FAQs will help you improve your skills and give you confidence. Practice your replies to these and other questions. Sit down with a friend and enact the interviewer. This will help you gain the much needed confidence.

## Sample Interview

Read the sample interview

**Navya is being interviewed by Mr Prashant for a job as an Instrumentation Engineer.**

**Mr. Prashant :** Come in Navya, do take a seat.

**Navya :** Thank you

**Mr. Prashant :** Tell me something about yourself.

**Navya :** I did my B.Tech from Rana College of Engineering and Technology, Hyderabad, Andhra Pradesh in 2005 with a G.P.A. of 3.75. I'm also a Student Member of the Instrumentation Society of India (ISOI). I wish to pursue a challenging career in the field of Instrumentation in a reputed organisation that provides ample opportunities to grow professionally and personally. I can speak Telugu, Hindi and English. My hobbies include gardening, chess, reading and listening to music.

**Mr. Prashant :** Good, Now, could you tell me why you think you would be right for this job?

**Navya :** Well, I have the qualifications that match the position and skills that the job requires. The information I gathered from a friend of mine who's working here is that you encourage quick learners. This gives me the confidence that I'm right for this job.

**Mr. Prashant :** Oh, yes. That's good. Now, this job is a permanent one, as you know. We need someone for a very long time. How would that fit with your long-term plans?

**Navya :** I've always dreamt of working in a reputed organisation like yours, for a considerable period. I'd love to be associated with you as I've closely studied your organisation's track record. I am impressed by the reputation you have established and the opportunities you offer for the career growth of your employees.

**Mr. Prashant :** Well, I can't make any promises, but you do seem like just the sort of person we're looking for. When would you be able to start?

**Navya :** As soon as you want.

**Mr. Prashant :** How much do you expect us to pay?

**Navya :** Whatever you think I deserve.

**Mr. Prashant :** All right then, we'll call in a week's time to let you know if you are the right candidate.

**Navya :** It's been a pleasure. Thank you very much.

## Evaluating Your Performance

Use the check list given below to evaluate your performance at interviews.

### Interview Checklist

Use this checklist to assess your performance

- |     |   |          |
|-----|---|----------|
| 1.  | Did I arrive 15 - 20 minutes before the interview?                      | YES / NO |
| 2.  | Were my responses clear, concise and to the point?                      | YES / NO |
| 3.  | Did I demonstrate that I had adequate knowledge about the organisation? | YES / NO |
| 4.  | Did I communicate necessary information about my background?            | YES / NO |
| 5.  | Did I confirm my ability by relating my experience?                     | YES / NO |
| 6.  | Was I enthusiastic and confident throughout the interview?              | YES / NO |
| 7.  | Did I maintain eye contact with the interviewer (s)?                    | YES / NO |
| 8.  | Did I ask all the questions I wanted to ask?                            | YES / NO |
| 9.  | Did I use my language effectively?                                      | YES / NO |
| 10. | Did I make a positive impression overall?                               | YES / NO |

## Checklist for Interviewers

This interview checklist can be used by interviewer(s) for assessing a candidate's performance.

- |     |  |          |
|-----|--|----------|
| 1.  | Was the candidate on time for the interview?                     | YES / NO |
| 2.  | Was the candidates dressed and groomed appropriately?            | YES / NO |
| 3.  | Was the candidate attentive and interested?                      | YES / NO |
| 4.  | Did the candidate answer the questions well?                     | YES / NO |
| 5.  | Did the candidate seem to be prepared for the interview?         | YES / NO |
| 6.  | Did the candidate talk too much?                                 | YES / NO |
| 7.  | Did the candidate talk too little?                               | YES / NO |
| 8.  | Did the candidate talk just enough?                              | YES / NO |
| 9.  | Did the candidate ask questions to get information?              | YES / NO |
| 10. | Did the candidate make positive statements about qualifications? | YES / NO |
| 11. | Was the candidate polite and courteous at all times?             | YES / NO |
| 12. | Did the candidate appear relaxed?                                | YES / NO |
| 13. | Did the applicant use good body language?                        | YES / NO |
| 14. | Did the candidate answer questions using complete statements?    | YES / NO |
| 15. | Did teh candidate speak clearly, audibly and slowly?             | YES / NO |
| 16. | Did the candidate avoid using informal / slang expressions?      | YES / NO |
| 17. | Did the candidate take care not to interrupt?                    | YES / NO |
| 18. | When needed to interrupt, did the candidate interrupt tactfully? | YES / NO |
| 19. | Did the candidate seem to know when the interview was over?      | YES / NO |
| 20. | Did the candidate thank the interviewer?                         | YES / NO |

## Interviewer Evaluation Sheet

This interview evaluation sheet could be used for assessing your performance. This give you feedback on the five major areas that are important for your success at interviews.

Scoring: Circle appropriate numbers from 1 to 10 (highest score is 10).

### Preparation

(arriving int ime, demonstrating knowledge about the organisation  
dressing appropriately etc.) 1 2 3 4 5 6 7 8 9 10

### Content

(appropriate repsonses to questions, volunteering information,  
asking right questions etc.) 1 2 3 4 5 6 7 8 9 10

### Body language

(confidence, comfort level, eye contact, facial expressions etc.) 1 2 3 4 5 6 7 8 9 10

### Delivery

(gestures, voice, pauses etc.) 1 2 3 4 5 6 7 8 9 10

### Language ability

(correctness, appropriateness etc.) 1 2 3 4 5 6 7 8 9 10

Score (out of 50): \_\_\_\_\_



## 8. RESUME WRITING

In this unit you will learn:

- ◆ The appropriate language for resume writing
- ◆ How to write a winning resume

### Writing A Resume

You must create a winning resume. A good resume cannot get you a job; but a bad resume can prevent you from getting to the interview stage and without the interview there's no chance of getting the job.

A resume (also spelled as resume or resume) or curriculum vitae (abbreviated to CV) is a document, containing a summary or a listing of relevant job experiences and educational qualifications, prepared for the purpose of securing a new job.

Your resume usually reaches your prospective employer(s) before you reach them. As it is an effective tool to highlight yourself and your skills, you need to spend considerable amount of time on preparing an eye-catching, targeted, effective, error-free document that will impress a potential employer.

Your resume must present your skills and experiences in the best possible light and emphasise your suitability and potential for the job.

The first step in preparing an effective resume is finding the right heading, which will enable you to organise your information. Consider the following headings.

### Appropriate Headings

- ◆ JOB OBJECTIVE
- ◆ KEY SKILLS & ABILITIES
- ◆ WORK HISTORY
- ◆ EDUCATION & TRAINING
- ◆ PERSONAL PROFILE
- ◆ REFERENCE

### Job Objective

Stating your job objective clearly, using the minimum number of words, is vital to a winning resume. So while composing your objective, ask yourself these questions.

- ◆ **What** do I want to do?
- ◆ **For whom** or **with whom** do I want to do it?
- ◆ **Where** do I want to do it?
- ◆ At **what level** of responsibility?

### Key skills / abilities

Do not just list them. Show how they will help you perform well on the job you are applying for. Employers are often interested in specific skills you have acquired, such as:

- ◆ Foreign languages

- ◆ Computing languages or packages
- ◆ Keyboard skills
- ◆ Driving
- ◆ Team player
- ◆ Interpersonal relations
- ◆ Communication skills
- ◆ Personality traits

### **Work Experience**

List the details of your past employment in reverse chronological order, with the most recent as the first entry. Do not leave any gaps. The employers will get suspicious if you do. If there are gaps, be prepared to explain the reason.

### **Education & Training**

List your qualifications with details in reverse chronological order, with the most recent as the first entry. Mention details of school, college and university education and give specific dates, institutions and percentage of marks obtained in a proper format

### **Personal Profile**

Here you may mention details like

- ◆ Name
- ◆ Address
- ◆ Telephone / cell phone number/s
- ◆ Email
- ◆ Date of Birth
- ◆ Languages known
- ◆ Hobbies and interests

### **References**

For references, choose people who can comment on different aspects, of your professional skills and personality. Two references are usually enough.

### **Other Headings**

However, if you want to emphasise things other than the essentials mentioned above, you will need to create your own headings. Do remember that they must match the content of your resume and the job advertisement. You may use some of the headings suggested below.

- ◆ Honours and Awards
- ◆ Publications
- ◆ Presentations
- ◆ In-house Seminars
- ◆ Achievements
- ◆ Internships
- ◆ Career Profile
- ◆ Community Service

- ◆ Memberships
- ◆ Advanced Career Training
- ◆ Specialisation
- ◆ Special Projects
- ◆ Technical Training
- ◆ Licenses and certification
- ◆ Skills Summary
- ◆ Volunteer Work

### Useful Tips for Resume Building

- ◆ Put the headings / sections in the right order.
- ◆ Keep the most important or impressive sections close to the top of the page.
- ◆ See that your resume doesn't exceed a page or two in length
- ◆ Print your resume on a standard A4 plain white paper.
- ◆ Send a cover letter with any resume that you send out.
- ◆ Leave plenty of space between paragraphs and allow adequate margins
- ◆ Use simple English. Avoid professional jargon.
- ◆ Use bold lettering for headings.
- ◆ Do not use different font types and sizes.
- ◆ Be careful with dates. Make sure every year is accounted for.
- ◆ Don't include the date on which the resume was prepared.
- ◆ Check both your resume and the cover letter for errors.
- ◆ Proof-read your resume and the cover letter thoroughly

Two sample resumes are given at the end of this chapter. Read them carefully and decide if you wish to model your resume on them.

### Sample Resume - 1

NAVYA VEPURI  
 H.No. 12-11-311/3  
 Flat No. 313, Venus Apartments  
 O.U. Road, Nallakunta  
 Hyderabad-44

Telephone Number: 040-55547132  
 E-mail: vepurinavya@gmail.com

### Career Objective

To pursue a challenging career in the field of Instrumentation in a reputed organisation which provides me opportunities to grow professionally and personally.

### Academic Profile

B-Tech	2005	3075 (G.P.A)	Rana College	Hyderabad, A.P.
Intermediate	2001	95%	Royal Junior College	Hyderabad, A.P
SSC	1999	97%	Convent High School	Guntur, A.P

### Professional Membership

Student member of Instrumentation Society of India (ISOI)

## Personal Profile

Date of Birth : 10th August 1982  
Languages Known : Telugu, English and Hindi  
Hobbies and Interests : Gardening, Playing chess, Reading and Listening Music

## Sample Resume - 2

### **Amjad Ahmed**

21/A Kakatiya Nagar  
Warangal

Mobile Phone: 9544692474

E-mail: amjadahmed@yahoo.com

**Education** : Bachelor of Business Administration in Marketing  
Kakatiya Uniuersity  
Year of Graduation : May 2005  
Major: Marketing  
Major GPA: 4.0

**EXPERIENCE** : \*Administrative Assistant (2004-05)  
(Kakatiya University Summer Conferences Department)  
\*Created and Managed database for summer groups.  
\*Handled all billings for conferecnes  
\*Created brochures to advertise the program.  
\*Conducted meetings with the leaders of the groups.

**COMPUTER SKILLS** : Windows 2000, NT;  
Microsoft Word, Excel, Access, Powerpoint;  
Macromedia Director;  
Internet: Web Publising Email.

**LANGUAGES KNOWN** : Reading, Writing and Speaking skills in English Hindi and Spanish

**HONOURS** : Merit Scholarship  
Honour Roll  
Who's Who in Indian Colleges and Universities

**ACTIVITIES** : Volunteer, Red Cross  
Community Service Rep.  
Campus Charity fund raiser  
Vice President, Indian Marketing Association, Kakatiya  
University Chapter

## Sample Cover Letter

### **NAVYA VEPURI**

**H.No. 12-11-311/3**

**Flat No. 313, Venus Apartments**

**O.U. Road, Nallakunta**

**Hyderabad-44**

**20th August 2006**

**HR Manager**  
India Incredible Ltd.  
Express Pathway  
Chennai 600068

Dear Sir,

With reference to your advertisement in “The Hindu” of 7th April 2006, I would like to apply for the position of Instrumentation Technician in your organisation. From my resume (enclosed), you will find that my qualifications and experience meet the requirements you have outlined for the position.

As my resume (enclosed) shows, I graduated in Electronics & Instrumentation Engineering from Rana College of Engineering, Hyderabad, affiliated to JNTU, in 2005. I have consistently scored eighty percent.

I would be available for a personal interview at your convenience. I welcome the opportunity to meet and discuss how my qualifications and competence would suit your needs.

Thank you for your attention. I look forward to hearing from you.

Yours Faithfully,

Navya Vepuri

Enclosure: Resume

## **9. GROUP DISCUSSIONS**

In this unit you will learn:

- ◆ About various kinds of group discussions
- ◆ The purpose of conducting a group discussion
- ◆ How to prepare for a group discussion
- ◆ How to initiate, continue and conclude a group discussion.
- ◆ How to take turns at a group discussion.
- ◆ How to involve others in a group discussion.
- ◆ How to interrupt others
- ◆ How to help the group to arrive at a consensus
- ◆ How to establish rapport with members of a group
- ◆ What personality traits are appropriate in a group discussion.
- ◆ How to use appropriate expression in a group discussion
- ◆ How to behave in a group discussion
- ◆ How to check your performance in a group discussion

### **What is a Group Discussion?**

A group discussion (GD) is a type of interactive, oral communication which takes place when a group of people get together to discuss something. A group discussion can be informal or formal. An informal group discussion occurs when a group of friends talk about things in general at their college canteen, outside the classroom, at a bus stop or any other place, or when a family talks about various things, or when a group

of people talk about various matters, which may be sports, train travel, price rise, examinations, favourite film stars. In these informal discussions, each one freely expresses his views on the subject. In formal contexts, group discussions are increasingly used as a tool to identify candidates with the right abilities, either for employment or for admission to various courses.

### **Why are GDs Conducted?**

The work culture in most organisations has changed over the years. Employees are required to work together as a team. Team work calls for a variety of skills such as leadership, communication skills, conflict management and interpersonal skills. It is therefore important that everyone cultivates these skills and abilities in order to be an effective team player at work.

Employers need to determine of a candidate who has applied for a position has the skills and traits desirable for the job. Candidates are thus often asked to participate in a group discussion, mainly to determine their group - worthiness. Each candidate will be assessed on the following factors:

- ◆ The ability to fit into the group
- ◆ The ability to influence the group
- ◆ The ability to solve problems
- ◆ The ability to communicate effectively
- ◆ The ability to remain calm and composed in a stressful situation
- ◆ The ability to stay positive, irrespective of his views being accepted or rejected.

### **How are GDs Conducted?**

There is a great deal of variety in the methodology of conducting a group discussion. The following methodology is commonly used for various recruitment.

- ◆ In a GD, usually about ten candidates are made to sit in a circle /semicircle or in a rectangular formation to discuss a topic given by the evaluator (s).
- ◆ The topic might or might not be announced before the discussion.
- ◆ As a rule, no one conducts the discussion.
- ◆ The candidates themselves have to organise it.
- ◆ The participants put their minds together and try to arrive at a consensus.
- ◆ The whole exercise may last for twenty minutes or more.
- ◆ The discussion may be stopped at the time or even earlier.
- ◆ A conclusion or consensus may be asked for, though it usually does not occur.
- ◆ A written or oral summary might be asked for at the end, from one of the candidates or each candidate.
- ◆ The candidates are observed and their performance is evaluated.
- ◆ The evaluation is done by experts who recommend the right candidate for the job, based on the skills the candidates display during the discussion.

### **Types of GDs**

There are three types of GDs. They are

- 1) Topic-based GDs
- 2) Case studies
- 3) Group tasks

## **Topic-Based GDs**

Topic based GDs can be classified into three, based on the kind of topic given.

### **Factual Topics**

These are socio-economic topics. Here, sufficient background knowledge is required for effective participation.

For example:- “Environmental degradation”, “Traffic Chaos”, “Yoga and Meditation”.

### **Controversial Topics**

These are argumentative in nature, and are meant to generate a lot of argument. The idea behind asking candidates to discuss a controversial topic is to see if they can display cool logic and equable temper and remain unruffled even when provoked.

For example: - “Reservations must be banned”  
“Censorship must be abolished”  
“Should brain drain be stopped”

### **Abstract Topics**

These are abstract concepts. They are given for discussions mainly to evaluate the candidates’ creativity and imaginative faculty.

For example:- “Money is sweeter than honey”  
“Beauty lies in the eyes of the beholder.”

### **Case studies**

An issue/situation may be given as a case and the candidates have to discuss the case and arrive at a solution. The main objective behind an activity like this is to evaluate your ability to think about a situation from various angles. Sometimes, you will even be asked to do a ‘role play’ where each participant is assigned a role to play. The roles you play will invariably be related to the case under study.

For example: - *Saritha is a bright student of a reputed university. She is just into her first year of PhD research work. Her parents are planning too get her married to a person who has a well established career and the parents have found him to be the right person for her in all aspects. The person wants to get married immediately. But Saritha feels that her work would be affected if she gets married at this time. What should Saritha do now?*

### **Group Tasks**

These are an extension of case studies where specific objectives are to be achieved as a group.

For example: - *A group of five have decided to start and run an institute for training people in developing their communication skills. Draw up some guidelines on which the institute should function.*

## **Features of a Good GD**

### **Effective Communication**

The success of a GD depends largely on how the members of a group express their ideas. To put forth your ideas effectively you need to use appropriate communication strategies (for example, paraphrasing an idea when you can't think of the appropriate word). For instance, if the word 'lectern' is at the tip of your tongue and you are struggling for it, instead of wasting time, paraphrase it by saying 'the stand for holding a book or notes when one is speaking. The way you talk must be fluent, clear, loud and slow. You should use simple sentences. You must pronounce the words correctly and clearly (for example, many pronounce *career* as *carrier* and vice versa)'

### **In-depth discussion**

Members of the group must display an in-depth understanding of various issues related to the topic. They have to analysis the topic and put forward their arguments logically. For example, while discussing the topic "Will India become a superpower by 2020?", the candidate should be aware that this is not a test of patriotism. So, an emotional response would, in all probability, get you disqualified. Go for a balanced response like, "Though there is this talk of India becoming a superpower, we need to actually assess this from various angles. We need to see where India stands as far as economic, military and political strengths are concerned."

### **Cooperatie and friendly atmosphere**

In a group discussion the group must put their heads together to throw some light on the topic. So your effort must be on being fiendly and cooperative. You should also take care that the discusion doesn't turn into a debate where you are rigid with your views. In a GD your disagreements must not lead to conflicts. Your ability to appreciate various view points and linking them to reach group consensus is essential in achieving a friendly atmosphere.

### **Equal Participation**

You must understand that all the members of a group are equal. You should demonstrate this in the way you use time. Do not attempt to dominate the group by consuming more time. You must restrain from lecturing and instead, make your points brief and to the point. You might even involve the shy and hesitant members to participate actively while gently reminding the talkative ones to control themselves.

### **Arriving at a broad consensus**

Though it is not always possible to arrive at a clear-cut conclusion on the topic you discuss, there must be a sincere effort on the part of all the members of the group to arrive at a broad consensus. The group might be able to achieve this without much difficulty if they agree upon certain things like how the key terms int he topic are defined and how they want to sufficiently narrow down the topic. They also must display a "give and take" attitude.

### **Emergence of a leader**

A leader has to emerge naturally. This happens as someone takes up the responsibility of initiating the discussion, suggests a parth on which the group cna continue the discussion, encourages the shy and the hesitant members to speak and channels the discussion to a probable decision or conclusion on the given topic.

### **Main Parts of a GD**

A GD can have three main parts. They are



- 1) Initiation
- 2) Continuation
- 3) Conclusion

### **Initiation**

As soon as the members are seated, there should be mutual introductions. Each candidate will introduce himself by saying a few words, such as his name, place of residence, educational qualifications and hobbies. Thereafter the discussion starts.

Initiating a group discussion effectively, is important as it breaks the ice and sets forth the ideas and tone which have a lot of bearing on the direction that the discussion takes. Anyone in the group can take the initiative to start the discussion. Initiating a GD is both advantageous and risky. It is advantageous because the initiator becomes the cynosure of all eyes and will be able to create a strong impact on the group. It is risky because if you can't make a favourable first impression, the damage might be irreparable. However, as an initiator you can make a good impression if you have the ability to put the topic in proper perspective of framework, posses good communication skills and an in-depth knowledge about the topic at hand. Some techniques / strategies used to initiate a GD are given below.

### **Using Proverbs / sayings**

Proverbs are an effective way of initiating a GD. If the topic of a GD is "The importance of time management", you can start with a proverb like, "Time and tide wait for none". For a GD topic like "Friends come and go", you can use the saying, "A friend in need is a friend indeed".

### **Using Definitions**

Start a GD by defining the topic or an important term in the topic. For example, if the topic of the GD is "Will India become a super power?" you could start the GD by defining "super power" as "any country in the world that has great military or economic power and a lot of influence". You can then ask if the other members in the group might want ot stick to the same definition or modify it in any way they like. Once the group agrees on the definition, it would be easy for you to carry on the discussion further.

### **Using questions / rhetorical questions**

Aksing questions or rhetorical questions is an impressive way of starting a GD. When using rhetorical questions you don't expect any other member in the discussion to respond to them immediately. The main idea of using them would only be to grab the attention of the members of your group.

For a topic like "How to manage stress?", you can begin by asking questions like: "Why has modern life become so complex?", "Why is it that we don't pause to look at and enjoy the things around us?" and "What are the different factors that are making our lives so stressful?" But you need to be careful with the kind of questions you would want to use for this purpose. The questions should not discourage others in the group, from expressing their opinions freely; rather they should be stimulating and thought provoking.

### **Using anecdotes**

For GD topics like "Attitude is everything", you can begin by telling an interesting story like this: "Two people were asked to look out of the window for a while. And then they were asked to report what they saw. One said, "I could see lots of dry leaves, a damp ground, and an overcrowded street with too many

vehicles.” The other one said: “I could see green leaves, soft, rain kissed ground and a street full of people and vehicles with varied colours.” you can then explain that what you see and how you react to things are dependent on the attitude that one takes.

### **Using quotes**

A GD topic like “What is Success?” can be initiated by using Oscar Wilde’s quotation on success: “Success is a science; if you have the conditions, you get the result”.

### **Using shock statements**

Initiating a GD with a shock statement is the best way to grab immediate attention and put forward your point. You can initiate a GD topic like. “The complexity in human relations”, with what Karl Marx said about human relations: “The nexus between man and man is nothing but callous cash payments.”

### **Continuation**

It is not enough to start off successfully, but you must continue contributing to the discussion in a meaningful way until the end of the discussion. Here are some strategies to help you do this effectively.

### **Turn Taking**

Each member must participate in the discussion by taking turns. Here, you can use expressions like

*It’s my turn now to say something about.....*

*Let’s give him/her an opportunity to say something now.*

*I think it’s your turn to say something now.*

If no opportunity is given, you can request the group to give you a hearing by saying.

*May I draw your attention to one thing I wish to say.....?*

*Will you permit me to say something now?*

### **Referring to others’ discussion**

Each member must present his views with reference to what other members in the group have said. This is necessary owing to the fact that you have a limited and fixed time within which the discussion must come to a close. If you give all the information you know about the topic. It might not serve the purpose. So what you basically need to do is agree or disagree with what someone has said and add your own points. Here are some expressions for you to help agree or disagree with what someone else says.

### **To agree**

*I partially / fully agree with what you have said.*

*You are quite right.*

*That’s exactly what I was thinking.*

*Yes, that’s exactly what I feel too.*

*I think none will disagree with you.*

*Undoubtedly what you have just said makes a lot of sense.*

### **To disagree**

*I beg to differ / disagree with you*

*I'm not too sure I agree with you here.*

*I agree with you in a sense, but....*

*I understand what you mean, but.....*

### **Focusing on the topic / theme**

For the discussion to be meaningful, all the views / ideas should be focused on the theme of discussion. If someone deviates or digresses, the leader may request the members (s) to see reason and come to the point. The following are some examples of how it can be done.

*I am sorry to say that the point you have raised doesn't seem to be relevant to the topic.*

*I see what you mean but it would be better if we limit our discussion to the given subject.*

*That is all well said but I do not find a link between what you want to say and the topic.*

*That's not really relevant here. Let's not deviate please.*

### **Exploring different perspective**

The group must not be stuck with just one point or the other. Though it is a good idea to limit the scope of the topic, the range of ideas that get discussed must be wide. You must look at the topic/issue from different perspectives or outlooks, so that you might be able to discuss the topic in-depth and come up with a broad consensus in spite of having differing or divergent views on the topic. Your creative and critical thinking skills should come to the fore here. Here are a few expressive you could use to bring in different perspectives.

*We could look at this issue this way too.*

*Let's consider another way of looking at this.*

*Will you permit me to suggest a new angle to the discussion here?*

### **Carrying the discussion to a logical end**

Though the group is accommodative of a wide variety of views on the topic at hand, what is very important is how the discussion is carried forward. The discussion must move along the right direction so that the task is completed within the fixed time limit. For this to happen, you must have.

- ◆ A give-and-take attitude (neither too rigid nor too flexible with your views)
- ◆ The ability to express your views in keeping with the requirement of the particular stage of discussion (for example, being very brief in the first round and at the concluding stage)
- ◆ The ability to arrive at a broad consensus on the topic.

### **Conclusion**

A GD might or might not have a clear conclusion. But it is very likely that someone or the other in the group will summarise what the group has discussed. Keep the following points in mind while summarising a discussion.

- ◆ *The summary should contain all the major points that were discussed.*
- ◆ *Be brief and concise.*
- ◆ *Don't add any new points.*

Here are some expressions that could be used to conclude a discussion.

*As we are running short of time, we better round up our discussion.*

*Could you please wrap up the discussion for us?  
Shall we close the discussion?  
I will do the summing up, with your permission.*

## **What do Evaluators Look for?**

The evaluators look for the following qualities in a participant:

### **Communication Skills**

- ◆ Fluency of Language
- ◆ The use of clear, concise and error-free language.
- ◆ The use of right accent and intonation
- ◆ The use of vocal variety
- ◆ The right match between language and body language
- ◆ Expressing thoughts clearly and leaving no room for ambiguity

### **Knowledge of the topic**

- ◆ Range of ideas and depth of thoughts
- ◆ Presentation of details in support of main points.
- ◆ Error-free presentation of facts avoiding doubtful quantitative figures and number
- ◆ Exploring the topic in depth
- ◆ Command over the topic and the various ideas discussed.

### **Body Language**

- ◆ Eye contact  
(Shows that you are listening and are interested in the discussion)
- ◆ Facial expression  
(Shows emotions such as happiness, sadness or anger)
- ◆ Gestures  
(Shows emotional states for example, nail biting can show nervousness or impatience)
- ◆ Posture  
(Also shows emotions for example, anger can cause a tense posture, and confidence an open stance)

### **Personality Traits**

#### **LEADERSHIP**

- ◆ Taking initiative and starting the discussion
- ◆ Giving direction to the discussion
- ◆ Summing up at regular intervals
- ◆ Bringing the group back when it deviates/digresses from the topic
- ◆ Involving the shy and hesitant members in the discussion
- ◆ Giving cohesion to the points expressed by the members

#### **REASONING / ANALYTICAL ABILITY**

- ◆ The use of sound and logical arguments
- ◆ The use of relevant examples and illustrations
- ◆ The use of multiple perspectives / outlooks

## **ABILITY TO INFLUENCE**

- ◆ Persuading members to see the relevance of your views
- ◆ Creating the right impression on the group.
- ◆ Ability to motivate and sell ideas
- ◆ Convincing arguments.

## **FLEXIBILITY**

- ◆ Flexibility in the approach (Changing or revising stand/ideas, if necessary)
- ◆ Readiness to accept the weakness of arguments.
- ◆ Ability to accept criticism gracefully
- ◆ Consideration for others
- ◆ Not having a one-track mind or being rigid.

## **ASSERTIVENESS**

- ◆ Being forceful, confident and firm in your expressions
- ◆ Ability to stand up to bullying
- ◆ Faith / conviction in viewpoints.
- ◆ Saying “yes” when you mean “yes”, and saying “no” when you mean “no”
- ◆ Having the confidence to defend your position, even if it provokes conflict
- ◆ Understanding how to negotiate in tricky situations

## **CREATIVITY**

- ◆ Coming up with novel ideas / solutions
- ◆ Exploring different perspectives
- ◆ Suggesting new angles for discussions

## **TIPS FOR GROUP DISCUSSIONS**

Given below are useful tips offered in the form of do's and don'ts. Take a close look at them and use as many do's as you can and avoid as many don't's as you can. Your performance will get better over a period of time, provided you practise these tips consciously and consistently.

- √ Understand, clearly and correctly, the topic given for discussion.
- √ Be cheerful and sport a smile.
- √ Stay active and interested in the discussion.
- √ Do not take strong views in the beginning itself; try and analyse the pros and cons of a situation.
- √ Be willing to listen and discuss various points of view.
- √ Be focussed and do not allow your mind to wander away.
- √ Look at the individual who is talking.
- √ Speak to the whole group, looking each candidate in the eye.
- √ Substantiate your views with suitable examples.
- √ Speak in an understandable way, using simple and clear words with correct pronunciation.
- √ Give time for others to make their own contributions.
- √ Be helpful, accommodative and encourage all the group members.
- √ Sum up the arguments at regular intervals, so that further contribution can be made.
- √ Express your views slowly but steadily, so that others can follow your line of argument.

- √ Be polite, friendly and acceptable to the other members of the group.
- √ Show appreciation for the good points made by others.
- √ Be willing to change your ideas, if your original opinions are proved to be wrong.
- √ Be considerate to others.
- √ If someone wishes to say something, request others to give him a hearing.
- √ Use hands and facial expressions to make your point more emphatic.
- √ If the discussion is revolving around a certain point for too long, give a different direction by suggesting a new angle to it.
- × Don't speak too loudly.
- × Don't shout at others.
- × Don't adopt a negative attitude that results in counter-arguments.
- × Don't look at the members of the group casually and carelessly.
- × Do not feel that you are superior to others.
- × Don't use emotional gestures, in desperation or in anger.
- × Don't talk too fast or too slow.
- × Don't be too generous and provide opportunities for others to speak at your own expense
- × Don't be emotional and shout or thump on the table. Emotional outbursts destroy your equable temper and affect your coherence of thought and expression.
- × Do not be shy, hesitant or inhibited.
- × Do not engage yourself in asides or sub group conversations. If more than one individual is talking at the same time, politely request for order and appeal for cooperation.
- × Do not bluff. If someone proves you wrong, just accept it.
- × Do not keep looking at the evaluator(s) or address yourself to evaluator(s).
- × Do not be rigid in your views.
- × Do not feel offended or sulky, if someone picks up flaws in your arguments.
- × Do not waste time on futile arguments.
- × Do not use gestures excessively.
- × Do not stare at the floor, at the ceiling or out of the window. This might be interpreted as a sign of being uninterested or inattentive.
- × Do not be distracted by looking at your watch.
- × Do not make your points repetitive.
- × Do not use long sentences.
- × Do not try too hard to involve the shy ones. If you do so they might feel offended.
- × Do not dominate or monopolise the discussion.
- × Do not be a problem to the group.
- × Do not interrupt suddenly.

### **Preparing for GDs**

The following points will help you with your preparation for GDs.

- ◆ Cultivate general awareness on various topics.
- ◆ Be aware of current developments.
- ◆ Update your knowledge on major issues / events.
- ◆ Collect information on topics that interest you from various sources.
- ◆ Make notes as you read in order to be clear about various ideas.
- ◆ Interact with people from different walks of life.
- ◆ Get into practice groups and practise regularly.
- ◆ Get people to observe and give feedback.
- ◆ Analyse each GD performance using GD evaluation checklists
- ◆ Plan strategies to improve your performance.

## Sample Group Discussion - 1

Read the following discussion:

**The topic:** *Will India become a superpower by 2020?*

- Participants :** Ahmed, Anil, Sunil, Priyanka, Aparna and David
- Ahmed :** Good morning everyone! We are here today to discuss the topic, “Will India become a superpower by 2020?” India is one of the world’s fastest growing economies today, and there is talk of it becoming a superpower. I feel it would be better for us if we could be clear about a possible definition of a “superpower”. Let us define superpower as “Any country in the world that has great military or economic power”. If this definition is acceptable to all of you, we can perhaps use this as a broad framework for our discussion.
- Aparna :** I think it would be a good idea to have some sort of a definition like this.
- Ahmed :** Anil, would you be interested in throwing some light on the topic?
- Anil :** Sure, I think India’s military might, economic power and its influence have grown considerably. But I don’t think India will be a superpower by 2020.
- Priyanka :** I beg to differ. Being an Indian, you are not expected to be talking so cynically on a subject as important as this.
- Anil :** I’m very much an Indian but the thing I wish to highlight here is the reality.
- David :** Could I possibly add something to what Anil has just said? The reality is that our country is plagued with so many problems like poverty, illiteracy, unemployment and corruption.
- Sunil :** But David, don’t you think we’ve made a lot of progress in tackling these issues over the past few years?
- David :** I do agree with you there. But I strongly feel that the progress we’ve made is not sufficient to make India a superpower by 2020.
- Ahmed :** Hearing what our friends have said I was just wondering where India stands in comparison to the United States, the current superpower.
- Priyanka :** I’m sure India would overtake the US in the next few years. They are in fact very dependent on India in the IT sector, which holds the key for speedy development of a nation.
- David :** Don’t you feel that its dependence is mainly owing to the fact that they hire us cheap?
- Priyanka :** I totally disagree with you on this matter. We all know that the US is dependent on us mainly because they consider us the experts in this field.
- Ahmed :** Friends, let’s not argue over just one point. Let’s look at other things that are vital for India’s supremacy.
- Anil :** I’d like to quote what one expert said about the state of things in India. Here it goes: “The shocking state of our governance tells us how far we are from being a truly great nation. Moreover, we’ll only be able to call ourselves great when every Indian has access to a good school and a good health clinic. When our government realises that it doesn’t have to run these schools and clinics, but only to provide for them, will we achieve the Indian way to greatness.”
- Ahmed :** But what you have just said doesn’t really fall under the definition we’ve agreed upon. May I request you to stick to the definition we’ve agreed upon at the beginning, so as to reach our final goal, arriving at a broad consensus on whether India will be a superpower by 2020.
- Priyanka :** Our nuclear capability will surely make us a strong nation and our economy is growing by leaps and bounds.
- Aparna :** Apart from that, the declining influence of the US as a result of it unnecessary

- interference in the affairs of other nations would be an advantage to us.
- Ahmed** : I have a feeling Sunil has something to say here.
- Sunil** : Friends, I wish to state that the US is interfering mainly because it has become an international police in the present unipolar world.
- Ahmed** : Do you mean that we need to interfere in the affairs of other nations to be a superpower?
- Sunil** : Not really.
- Aparna** : Since there is a lot of antipathy towards the US on this count we could take the initiative in this regard and mobilise other nations in support of the UN.
- Priyanka** : I fully agree with her. We might actually consider strengthening the UN as a strategy to weaken the US.
- Anil** : .We might be able to do that but that doesn't really enable us to become a super power as the US is still stronger, militarily.
- Sunil** : Perhaps, Anil is right
- Aparna** : As our economy is growing and we are keen on building friendly relations, other nations might take us more seriously than the US.
- Ahmed** : I think we need to wrap up our discussion as we are running short of time. In conclusion we might say, our growing economy and military might coupled with our desire to have positive relations with other nations might enable India to become superpower. But as some of us pointed out there are other concerns like poverty, corruption and illiteracy which we need to tackle effectively to consider ourselves a truly great nation and also, the focus must be on providing education and health care to all. Let's hope India will overcome the obstacles in its way and become a supreme nation by 2020. Thank you.

### **Analysis of Sample Group Discussion - 1**

Ahmed, as an initiator of the discussion, has done a good job by putting the topic in proper perspective by saying, India is one of the world's fastest growing economies today, and there is talk of it becoming a superpower.

He has also used one of the techniques of initiating a GD by defining a key term in the topic i.e., "superpower". This also helped the group to sufficiently narrow down the scope of the topic, which allowed them to complete the discussion in time.

Aparna confirmed the group's agreement on the definition by saying it was a good idea to have a definition like that.

Ahmed assumed the role of a leader by inviting Anil to say something on the topic. Anil then readily accepted his offer. But he took a stand right at the beginning. This provoked some sort of an argument between Anil and Priyanka.

This could have been avoided had Priyanka been aware that this was not a test of patriotism. So, an emotional response wouldn't work to get things going smoothly. She could have gone in for a balanced response like, "I beg to differ with you as there are many things that point to India's emergence as a superpower."

In the first place, Anil should not have taken a stand right at the beginning without hearing what others have to say on the matter. So, in a sense, what Anil did was not a display of an in-depth understanding of various issues related to the topic. He could have been more patient in analysing the topic and putting forth his argument logically. He could have said something like this: "Though there is this talk of India becoming a



superpower, we need to actually assess this from various angles. We need to see where India stands as far as economic, military and political strengths are concerned.”

David has chipped in at the right moment, by which he has contributed to the discussion in two ways. One, it actually avoided the discussion turning into a debate and two, it facilitated further discussion on the topic. Sunil carried it forward relating his views to what David and Anil have said.

Ahmed, as a good leader, intervened at the right time and gave the group a new direction by asking the group to discuss India’s position vis-a-vis the US.

Then, Priyanka and David continued the discussion but confirmed their views only to IT. Here again Ahmed displayed his leadership by saying “Friends, let’s not argue over just one point. Let’s look at other things that are vital for India’s supremacy. ”

This helped the group to explore various other related to the discussion. But suddenly Anil said something which slightly deviated from what the group had decided to discuss. Once again it was Ahmed, the leader, who remained Anil not to bring in other things as it may not serve the purpose, by saying: “But what you have just said doesn’t really fall under the definition we’ve agreed upon. May I request you to stick to the definition we’ve agreed upon at the beginning so as to reach our final goal - arriving at a broad consensus on whether India will be a superpower by 2020.”

Priyanka then went back to the definition and talked about other things mentioned there. Aparna supported her cleverly by saying: “Apart from that, the declining influence of America as a result of its unnecessary interference in the affairs of other nations would be an advantage to us.” The use of the expression “Apart from that.....” is also an indication that she was listening to the discussion very attentively and she knew how to interrupt others tactfully.

When Ahmed felt that Sunil has remained quiet for long, he welcomed him back into the discussion by saying: “I have a feeling Sunil has something to say here.” Of course Sunil was alert enough and rejoined the discussion relating his argument to what the previous speakers had said. And then the discussion got going very well.

Finally, Ahmed summed up the discussion using the expression, “I think we need to wrap up our discussion as we are running short of time.” The summary was brief and concise, it contained all the major points that were discussed but did not contain any new points.

All the members took turns. There was no domination by one person. All of them participated actively relating the discussion mainly to what others have said. The expressions used at various stages of discussion for different purposes were also appropriate. There was also an emergence of a clear leader and the leader performed his role to everyone’s talking. Thus, we can say it was a good discussion in regards to the points we have studied in this unit.

## **Sample Group Discussion - 2**

Read the Sample Group Discussion.

**The Topic** : *Traffic Chaos in Cities*

**Participants** : Anand John, Ali, Srinivas, Swathi and Archana

**Anand** : Good morning every one! We are here today to discuss “Traffic Chaos in cities”.

- I believe this is an important topic for discussion as all of us are victims of the traffic chaos that exists in our cities. I suggest we discuss these areas - the reasons for traffic chaos, problems that arise as a result of the Chaos.
- Archana** : I think the framework Anand has suggested is good. I'm sure this will help us to structure our discussion logically.
- Anand** : Let's first see why traffic is so chaotic in our cities.
- Swathi** : Sure. I think lack of wide roads is one of the major causes for the chaos.
- John** : I feel that traffic gets chaotic mainly because the road users do not obey the traffic rules. And also we don't have effective mechanisms to punish the offenders.
- Srinivas** : Could I possibly add something to what you have mentioned? Lack of effective public transport system confounds the problem. The presence of so many private vehicles substantiates this view.
- Ali** : Yes, I agree with the reasons you have given. As you all know life in the cities are becoming a nightmare owing to traffic chaos. Office goers, students and other commuters find it difficult to reach their destination. Lots of accidents are caused, huge traffic jams are built up, among other things, a lot of fuel is wasted and pollution increases.
- John** : I believe wrong parking of vehicles and unauthorized parking areas also affect the normal flow of traffic.
- Anand** : I think it's time we spent some time discussing what measures have to be taken to ensure smooth flow of traffic.
- Srinivas** : Road users must be absolutely disciplined and the traffic police must enforce the rules strictly.
- Swathi** : Apart from these the government must see that the roads are in good condition. Wide roads and footpaths will go a long way in reducing chaotic traffic conditions.
- Archana** : And also the use of public transport by commuters must be encouraged.
- Ali** : It would also be a good idea if the government could come up with innovative ways of educating people about the need for better traffic sense and safe ways of commuting.
- Anand** : I think we need to wrap up our discussion as we are running short of time. In conclusion we might say that the three Es—engineering enforcement and education must be given due importance so as to reduce the prevalent chaotic conditions on our city roads. Traffic chaos must be taken very seriously and treated as top priority. Let's hope the government will do its best to ease the traffic problems at the earliest, so that people may be able to travel safely. Thank you all.

### **Checklist for GD Assessment**

#### **Checklist for self-assessment**

1. I participated actively in the discussion.
2. I shared my ideas with the group by appropriately taking turns.
3. I listened to the ideas of others without interrupting.
4. I interrupted (when needed) politely and tactfully.
5. I contributed positively to enable the group to arrive at a consensus.
6. I agreed/disagreed and added to the discussion in a pleasant way.
7. I volunteered to take responsibilities.
8. I stayed on the task; listening, thinking and making comments on the topic.
9. I helped the group work together by encouraging others and being positive.
10. I took part in decision making.

## **Checklist for group assessment**

1. The group participated actively in the discussion.
2. The members shared their ideas by appropriately taking turns.
3. The members listened to each other's ideas without interrupting.
4. The members interrupted (when needed) politely and tactfully.
5. The members contributed positively to enable the group to arrive at a consensus.
6. The members agreed/dagreed and added to the discussion in a pleasant way.
7. The members volunteered to take responsibilities and roles.
8. The members kept on task; listening, thinking and making comments on the topic
9. The members helped the group, work together by encouraging others and being positive.
10. The members took part in the decision making.

## **Topics for group discussions**

1. Is the UN a puppet in the hands of the US?
2. Position of Women in India
3. Environmental conservation
4. BPOs in INDIA
5. Boom in the IT sector
6. Water resources should be nationalised.
7. Effect of cinema on youth
8. Education system in India
9. Ban on soft drinks
10. Corruption is a curse
11. Love marriage vs. arranged marriage
12. Advantage of co-education
13. How to deal with with international terrorism?
14. Should India go to war with Pakistan?
15. A Unipolar World spells disaster for the world.
16. Is globalization really necessary?
17. Population explosion is not really a major problem.
18. India needs a dictator.
19. India's miserable performance in Olympics.
20. Beauty constests degrade womanhood.
21. Value-based politics is the need of the hour.
22. Religion should not be mixed with politics.
23. How to deal with high oil prices?
24. Mutlinal corporations: Are they devils in disguise?
25. Does banning fashion shows and New Year parties save our culture?
26. Are big dams necessary?
27. Bride burning and dowry deaths
28. The rush for MBA is really a rush for big money.
29. Marriage is a social trap.
30. Media is a mixed blessing.
31. To fight AIDS, stop being coy about sex education.
32. What should India strive for-Westernization or Modernization?
33. Capitalism is a very flawed system but the others are worse.
34. Reservations for women.
35. Voters, not political paties, are responsible for the criminalisation of politics.

36. Economic freedom, not old fashioned theories, will lead to growth and prosperity.
37. Is the patents bill good for India?
38. Should agricultural subsidies be stopped?
39. Private enterprise will contribute to faster and higher economic growth in India.
40. The policy of reservation has done more harm than good.
41. Is India cricket crazy?
42. Advertising is a diplomatic way of telling a lie.
43. Joint family is blessing i disguise.
44. Higher education should be made possible only for those who can pay for it.
45. The weaker sex is the weakness of the stronger sex.
46. Women cannot successfully combine both career and home.
47. Daughters are more caring than sons.
48. Developing countries shoud spend more on development than on defense.
49. Is science a born or a bane?
50. Money makes as well as mars many things
51. Brainn-drain has to be stopped.
52. Capital punishment should be abolished.

## **10. DEBATES**

In this unit you will learn:

- ◆ About debating
- ◆ The importance of debating
- ◆ How debates are conducted
- ◆ The essentials of debating
- ◆ About roles in debating
- ◆ To assess your performance in debates.

### **What is a Debate?**

Debate or Debating is a method of interactive argument. Though a debate is basically an argument, it is not an indisciplined shouting match between parties (individuals / teams) holding different points of view.

### **Benefits of Debating**

By participating in various debates you can

- ◆ Enjoy the experience
- ◆ Develop your communication skills
- ◆ Arrive at a better perspective on different topics

### **Debate and Group Discussion**

Debate differs from a group discussion in several ways. Debate is basically an argument where participants stand on a given topic and stick to it as they speak on in. A group discussion, on the other hand, is a cooperative process in which members discuss a topic and reach a consensus. You need to be very flexible in a group discussion. You need to consider others' points of view also. However, in a debate you need to have just one particular view point. In a debate, the number of participants could vary from two to fifty or even more, whereas in a GD it is usually between five and fifteen.

## Conducting a Debate

A topic is given for a debate to individuals or teams. A team might consist of a minimum of two debates and a maximum of fifty or more. If there are more than fifty participants, they can be divided into two teams.

It is possible to have a monitor who gives the topic and asks the teams to take stands and argue. For instance, if the topic is “Should soft drinks be banned?”, one team would say YES and the other team would say NO. After the teams have taken a stand on the topic, the team that agrees with the topic may be called the **affirmative** and the team that disagrees may be called the **negative**.

The teams should arrive at a possible definition of the topic. The job of defining begins with the affirmative. The first speaker of the affirmative must explain in clear terms the meaning of the topic, explaining the whole topic rather than each separate word. The negative team may agree with or choose to challenge the definition presented. If the negative team chooses to challenge the definition it should be done by the first speaker who should clearly outline why the negative is challenging and then propose a better definition.

If the number of debaters is large, the monitor controls the debate by laying down certain guidelines, forms of behaviour, time allowed for each speaker and intervenes whenever there is chaos. If the number of debaters is small, the monitor’s role is minimal. The monitor can give or ask the debaters to pick a topic they wish to debate on and then give the teams time to prepare for debating. Then the members of each team can specify for themselves the roles that they wish to play. Given below is a possible procedure in terms of roles, if there are three members in each team.

### 1st Affirmative should

- ◆ Define the topic
- ◆ Present the affirmative’s team line (the point of view / stand)
- ◆ Outline briefly what the other two members in their team will talk about
- ◆ Present the first half of the affirmative argument

### 1st Negative should

- ◆ Accept or reject the definition
- ◆ Present the negative’s team line (the point of view / stand)
- ◆ Outline briefly what the other two members will say
- ◆ Rebut a few of the main points of the first affirmative speaker
- ◆ Present the first half of the negative team’s argument.

### 2nd Affirmative should

- ◆ Reaffirm the affirmative’s team line
- ◆ Rebut the main points presented by the 1st negative
- ◆ Present the second half of the affirmative’s argument

### 2nd Negative should

- ◆ Reaffirm the negative’s team line
- ◆ Rebut some of the main points of the affirmative’s argument
- ◆ Present the second half of the negative’s argument

### 3rd Affirmative should

- ◆ Reaffirm the affirmative’s team line
- ◆ Rebut all the remaining points of the negative’s argument
- ◆ Present a summary of the affirmative’s argument
- ◆ Round off the debate for the affirmative

### **3rd Negative should**

- ◆ Reaffirm the negative's team line
- ◆ Rebut all the remaining points of the affirmative's argument
- ◆ Present a summary of the negative's argument
- ◆ Round off the debate for the negative

### **Rebuttal**

When you are rebutting, you voice your views countering the arguments put forth by your opponents. Criticising your opponents' arguments is called rebuttal. Here are a few things to remember about rebuttal.

### **Have logic**

To say that the other side is wrong is not enough. You have to prove why the other side is wrong by countering each of the arguments of your opponents. If you don't have any logic in what you say, you will not be able to prove that the points presented by your opponents do not really make sense.

### **Concentrate on major arguments**

Rebut only the major arguments of the opponent. Listen carefully to detect loopholes/inconsistencies in their arguments. By picking on major points you could easily weaken your opponent's stand and this will also help you to save time and stay focused.

### **Spare the debator**

Do not criticise individual speakers, criticise their views. Do not call people names. Proving people wrong without offending them is an art. Remember that a debate is a battle of ideas, not a clash of personalities. You need to be especially concerned about this if it is a large group, otherwise the debate will not be fruitful.

### **Make new Points**

Though it is essential that you rebut your opponents' arguments, ensure that you do not devote the whole of your time for this. You should also make your own points while rebutting.

### **Essentials of a Debate**

Presented below are a few essentials that you should concentrate on when you take part in a debate

#### **Content**

Content is what you say. In other words it is the subject matter of your speech. To present your content effectively keep the following in mind.

#### **Use examples**

You should divide your matter into arguments and examples. An argument is a statement. An example is a fact or a piece of evidence which supports an argument. For the topic "should soft drinks be banned?", if your argument is that soft drinks should be banned because they contain harmful substances, you might use

an example like: “For example, in a glass of.....(specify the brand name) the pesticide content is.....(specify quantity)”. The example that you use should be relevant to the topic at hand. An example which has very little or nothing to do with the topic only weakens your point.

### **Have Unity**

A good debating team maintains unity in their debate. Unity is created by a clear awareness of the definition, of what the other speakers have said and of what the team line is. Each member of the team needs to reinforce the team line and be consistent with what has already been said and what will be said by the fellow team members.

### **Structure your content**

Structure refers to how you organise your content. Structuring your arguments properly will make your ideas clearer. Here are a few tips for this.

### **USE SIGNPOSTS**

Each debater must carefully structure his speech. The first step is to have a clear idea of your own arguments and examples you will be using to support those arguments. As you speak, clearly differentiate each argument and let the opponents know when you are moving from one argument to the next. This is called “sign posting” and this is a very important debating tool. The key thing to remember is that your opponents might not have heard your arguments before and they will only hear it once.

### **USE CLEAR LINKS**

When you are presenting one particular argument, make sure that the argument is logical and that you make clear links between your team line and the examples that you use to support it. Rebuttal should also be organised in the same way. Attack each of the opponent’s arguments in turn. Spend a little while on each and then move on to the next. That way, the opponent’s case is completely demolished.

### **Delivery**

Delivery is how you present what you say. There are various aspects of delivery that you need to be aware of. Here are some tips

#### **Eye Contact**

Look in the eyes of your opponents as you present your views. This helps you to hold their attention.

#### **Voice**

There are many things you can do with your voice to make it effective. Use volume, pitch and speed to emphasise the important points in your speech. A sudden, loud burst will grab your audience’s attention.

#### **Gestures**

Your body is a tool for you to use. Make deliberate use of gestures with confidence. If you are going to stand still, stand with confidence. Don’t let your body apologise for your presence, by appearing nervous. Use your whole personality to create an impact and persuade the audience.

## Enunciation

Speak clearly, carefully and slowly, so that impact is effective. Learn to differentiate the pronunciation of some words like “diseased” and “deceased”.

## Clarity

Avoid the use of terms which can be interpreted differently by different speakers. In a debate, you are talking to people who substantially disagree with you and they are likely to interpret you whole differently to suit their convenience.

## The Outcome of a Debate

The outcome of a debate can be decided by voting or by an evaluator (judges, monitor) or by a combination of these. An evaluation sheet which can be used for this is given below.

## Evaluation sheet

This evaluation sheet could be used for assessing a debater’s overall performance. This gives the debater feedback on his/her main strengths and weaknesses.

Debater’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Scoring: Circle appropriate numbers from 1 to 10 (highest score is 10)

<b>Content</b> (range of ideas, roganisation etc.)	1 2 3 4 5 6 7 8 9 10
<b>Rebuttal</b> (Criticising opponent’s argument)	1 2 3 4 5 6 7 8 9 10
<b>Clarity of expression</b> (Pronunciation, pace etc...)	1 2 3 4 5 6 7 8 9 10
<b>Delivery</b> (Gestures, voice, pauses etc)	1 2 3 4 5 6 7 8 9 10
<b>Language ability</b> (Correctness, appropriateness etc...)	1 2 3 4 5 6 7 8 9 10

Score (our of 50): \_\_\_\_\_

## Topic For Debates

Most debates are conducted on issues of current importance. So it is a good idea for you to keep yourself informed about what is happening in the world around you. Watching news programmes helps, as does reading a good paper or magazine.

1. Brain drain must be stopped.
2. Daughters are more caring than sons.
3. Capital punishment must be banned.
4. Western culture is spoiling the youth.
5. Homework should be banned.
6. Beauty contests do more harm than good.
7. Television does more harm than good.
8. Naxalism can be justified



9. A woman's place is in the home.
10. Science is a bane.
11. Laws are useless.
12. English is the key to success.
13. There is strength in diversity.
14. Peace depends on war.
15. People basically are selfish.
16. We should be vegetarians.
17. We can't lead eco-friendly lives.
18. Pets are a pest.
19. Beauty is in the eye of the beholder.
20. Computer games do more harm than good.
21. Commercials are the worst aspect of TV.
22. Cigarette advertisements should be banned.
23. Cricket in India has taken away the charm of other games.
24. Sports would be better without sponsors.
25. It is better to be feared than to be loved.
26. A little learning is a dangerous thing.
27. We should judge the judges.
28. Lawyers only serve themselves.
29. Justice delayed is justice denied.
30. We need more jacks of all trades.
31. Medical profession is a noble profession.
32. Print is a dying medium
33. Radio has had its day.
34. We should stop cruelty to animals.
35. We shouldn't have reservations
36. Trade unions are losing their power.
37. There is no such thing as a just war.
38. Overpopulation is not a problem.
39. The world will end with a bang.
40. Democracy is out of its depth.
41. Nuclear weapons kept the peace through the Cold War.
42. Computers will never live up to their promise.
43. Nuclear power will be our saviour.
44. The government which governs least is the best.
45. We lack real leadership.
46. A poet is worth a thousand scientists.
47. Politics is the last refuge of scoundrels
48. It is better to bend than risk breaking.
49. Money is everything.

## **11. PUBLIC SPEAKING**

In this unit you will learn:

- ◆ The importance of public speaking
- ◆ The reasons for the fear of public speaking
- ◆ How to overcome the fear

- ◆ Guidelines / techniques / strategies of public speaking
- ◆ Essentials of public speaking
- ◆ Tips for rehearsing your speech
- ◆ Techniques for delivering a public speech
- ◆ How to assess your speech

## **What is Public Speaking?**

Public speaking is a form of communication in which a speaker speaks to a group of people with a view of sharing his ideas / thoughts on a topic. The speaker might add to the knowledge of the listeners, or influence their attitudes or behaviour. For instance, as a speaker, one may here to address a gathering at a function, talk in a committee meeting or announce a toast at a wedding or birthday party.

## **Is Public Speaking an Art or a Science?**

Public speaking is both an art and a science. It is an art because there are some who are born speakers. They are always willing. It is a science because one can train oneself, or be trained, to be a good speaker. All that is required for someone to be a great speaker are a few guidelines on public speaking.

## **Advantages of Public Speaking**

### **For your career growth**

Your speaking skills will be an asset to you and to your organisation. You can use your skills to influence people and to motivate them to work towards certain goals. These skills might also be useful in influencing your clients or customers goals. These skills might also be useful in influencing your clients or customers.

### **To impress people**

Public speaking is a chance to impress people around you. You might be called upon to “say a few words” at weddings, parties, or meetings. Treat occasions such as these as opportunities to express yourself.

### **To feel confident about yourself**

An invitation to address a public gathering is a golden opportunity for you to sell your dreams and ideas. It is an opportunity to express yourself. Self-expression will help you in many ways. It will give you pleasure and happiness. It might even keep you free from physical and mental stress.

## **Fear of Public Speaking**

Many people feel nervous, tense and anxious when called upon to speak in public. They decline or refuse invitations to address a gathering mainly because they cannot bear the stress they have to undergo. There are several reasons for this fear of public speaking.

### **Stage Fright**

Many people shudder at the very thought of speaking in front of an audience, mainly because of stage fright. You should be able to overcome this with sufficient practice.

### **Low self-esteem**

Many feel that they don't have the ability to impress the audience as they lack the art of speaking. Those

who are very self-conscious also develop the fear of being stared at, and worry about their clothes, appearance and looks. To solve this problem, start feeling positive. Have confidence in your ability to communicate your thoughts and dress appropriately for the occasion.

### **Fear of rejection**

This is the fear of making a fool of yourself when you don't have many great ideas to share with your audience. You may even worry that your listeners will disapprove of you, criticise you or even walk out in the middle of your speech. You can overcome the fear of rejection by collecting a few interesting points to speak on the occasion. Remember that you will just have to go out there, ready with a few key points related to the topic, and "be yourself". Everything else will fall into place. It might be a little tough in the beginning, but, after a while, you'll become a successful speaker.

### **Fear of the unknown**

Many people have the fear of speaking in front of strangers. You can overcome this problem by focusing more on your message than your audience. Be prepared to feel foolish, awkward and nervous while you are learning to speak in front of strangers. The more you practise in public, the more confident you become. So make use of the opportunities to speak in public. Remember, while you are learning you don't have to be perfect, just use those occasions as learning opportunities.

### **Dealing with fear**

It is generally felt that we actually need a degree of nervousness. Most speakers testify to the value of a certain degree of anxiety before an important occasion, as this may provide the adrenaline that will help you sound interesting and engaging.

### **Fear gives you energy**

A little bit of fear actually facilitates your performance. This will help you to get pumped up with emotion and stay active on stage. The nervousness has to be turned into positive energy.

### **Fear shows your respect for the audience**

Fear shows that you take your audience seriously and your attitude is not careless or overconfident.

### **Being silent about fear is better**

If you experience fear, don't talk about this to your audience. Instead, keep it to yourself.

### **Concentrate on the message**

You will be able to overcome fear by focusing your attention on the message you wish to convey.

### **The Right Approach to Public Speaking**

Here are a few guidelines that will help you develop the right attitude towards public speaking

#### **Â Think of it as a challenge**

Once you view public speaking as a challenge it would be easy for you to succeed. Believe in your skills and fine-tune them.

- Â **Have confidence in your own skills**  
 Don't be under the wrong impression that you have to be extraordinary to be able to speak in public. You just need to be clear about your skills, which will help you speak well. Try to develop skills by observing other public speakers and also by making use of all the opportunities.
- Â **You cannot impress all**  
 You cannot impress each and every member of your audience, whenever you speak in public. Remember that you cannot get everyone in the audience to approve of you.
- Â **Tell yourself that it is going to be OK**  
 Don't entertain negative thoughts like "I won't be able to impress people", "My audience may turn hostile, get up and leave". Fortunately, things like these don't happen. Even if they happen, you should be prepared to learn from these.
- Â **You don't have to control the behaviour of your audience**  
 Don't be unduly worried by how your audience is behaving. As long as they don't deliberately disturb you, you should try not to control their behaviour.
- Â **Your audience doesn't expect you to fail**  
 Remember that just like you most of your audience are afraid of public speaking too. They will empathise with you rather than take delight in your fear! You just need to concentrate on preparing well and doing your best.
- Â **Learning to speak in public is a lifelong process**  
 One never becomes a "perfect" speaker. Becoming skilled at public speaking is a lifelong process. Don't think that ability to speak in public is a gift. Instead, you must think of it as a skill that can be learned. Confidence and preparation are the only keys to becoming a great speaker. Grab all the opportunities you get to speak!
- Â **Resolve to become a great speaker**  
 If you have made up your mind to become a successful speaker, you will succeed, provided you make conscious and consistent effort to reach that goal. Direct your energies towards the goal. Think positively, make your best efforts, prepare well, be optimistic, practice well and you are bound to be a brilliant speaker.
- Â **Persevere**  
 Experience builds confidence. This is the key to effective speaking. Don't let your imagination and fancy run riot and avoid self-consciousness and fear of public speaking. Take failures in your stride. Try again and again and you are bound to be successful in your endeavours.
- Â **You can overcome the phobia**  
 Your phobia of public speaking can be overcome by defining the exact nature and source of that fear. Indulge in positive self-talk like: "I can give a good speech and I will" and "I have something to say and I must share it." This can be done before the actual public speaking. Gradually, this will help you in calming your nerves and will give you the required self-confidence.
- Â **Visualise your success**  
 Visualise tense situations, moments of fear and stress, and experience them for a few seconds. And then relax and feel light.
- Â **Check your progress**  
 Use checklists like the one provided in this unit to assess your skills. As public speaking is a skill that needs to be developed over a period of time, checking your progress periodically on your own and with the help of others is essential. This will help you achieve your goal.
- Â **Study and observe other speakers**  
 To gain confidence in public speaking, study the speeches, discourses and talks delivered by famous orators and personalities like Swami Vivekananda, Jawaharlal Nehru, Abraham Lincoln and Martin Luther King. Attend the lectures and talks of well-known speakers whenever you have such an opportunity. Watch lively discussions and inspiring talks on television. They can be of much help, and will give you guidance and training in the initial stages. They will eventually help you develop your own distinct style of delivery.

## Essentials of an Effective Speech

### Â **Prepare well**

Preparation is the key to a successful speech. Devote as much time as you can for preparation and rehearse as many times as you can. Gather a lot of information about your topic. Identify the main points and make notes. Organise them systematically. Learn how to say what you want to say.

### Â **Use examples and personal experiences**

You have to make sure that your examples help to emphasise or support your point. By including a personal experience and relating it to your speech content, you will make sure that the audience will connect with you. Using your personal experience can also help your audience to connect emotionally with that you are speaking about.

### Â **Use humour sparingly**

Having a sense of humour is an advantage. But see to it that it appropriate and not heavy. Avoid making fun of others.

### Â **Surprise or shock your audience**

To make your speech memorable you can surprise or shock your audience with your stories or points of information

### Â **Make it purposeful**

Get your audience to understand the purpose behind your speech. For example, you might end a speech on living an eco-friendly life by saying, "All that I've been trying to highlight is the need to live in tune with Nature."

## Techniques of Delivery

Delivery refers to how you say what you want to say. To be an effective speaker you must learn to adapt to different environments and audience. Here are a few tips to help you with your delivery.

### Â **Be active and energetic**

You must be vibrant and vivacious. You must not stand like a statue on the stage. Instead you must be moving around actively. Don't just stand behind the podium all the time. You can move a step away to make a point and a step forward (towards your audience) while asking the audience to respond.

### Â **Use gestures**

Gestures are movements that you make with your hands, your head or your face to show a particular feeling / intention / meaning. Do use gestures, but keep the following in mind:

Â Do not make your gestures predictable.

Â Do not repeat one gesture too often.

Â Do not use gestures when no purpose is served.

Learn to use your hands to make your speech effective. Keep your hands at your sides when not using gestures. You may even hold a pen if you feel you are not sure of what to do with your hands.

Â Don't wring or rub your hands together nervously.

Â Don't put your hands in your pockets.

Facial expressions convey a lot as you speak. Don't look too serious when talking about something that is funny. There must be a right match between what you say and what your face shows. If there is a mismatch you will lose your credibility. Nod your head occasionally, but do not shake your head violently. To agree, nod your head up and down and to disagree nod your head sideways. Let there be no confusion.

### Â **Use pauses effectively**

Do not be afraid to let silence rule for a while. Pause occasionally for effect.

### Â **Vary your tone**

Bring in variety into your voice. Slow down to make a dramatic point and speed up to show excitement. Develop effective control of rate, inflection, pitch, volume, quality and articulation.

Â **Make eye contact**

Look at the audience as you speak. Don't ignore a section of your audience and don't give importance only to a particular section.

Â **Regulate your breath**

Practise deep breathing. Pause for a while and take a deep breath after you have spoken for a long time. Make sure that your stomach bulges when you breathe in and goes down when you breathe out.

**Rehearsal Techniques**

Do rehearse your speech. You can make a good impression if you have sufficient practice. Underand that it is essential for you to rehearse even after you have become an accomplished speaker. Here are a few tips to help you rehearse your speech effectively.

Â **Visualise your speech**

Visuallise yourself making a speech. The belief is that if you picture yourself making an effective speech, you might actually be able to do it in reality.

Â **Rehearse in front of an audience and seek feedback**

You might speak in front of a mirror, your friends or family members. Ask your friends to give feedback on your speech. Incorporate their useful suggestions and rehearse again. Continue doing this until your friends and you are satisfied with your performance.

Â **Rehearse the whole speech**

You may have identified different sections in your speech which need practise but you must learn to rehearse the speech as a whole. This will give you a clear idea about how much time the whole speech will take and how best you can link the different parts into a whole.

Â **Simulate the situation as closely as possible**

Create artificially, the environment and setting for the occasion. For instance, if you are going to use a lectern / podium for your speech, make sure that you use a lectern while you practise.

Â **Make notes on your speech**

You can record your speech as you a practising. Listen to and / or watch your performance and make notes. Use the notes to perfect your content and delivery. And also, note down the things you did well and the aspects in which you need to improve.

Â **Rehearse often**

You must rehearse often. Remember, the more you rehearse, the better your real performance gets.

**Evaluation Sheet**

This evaluation sheet could be used for assessing a speaker's overall performance. This gives the speaker feedback on his main strengths and weaknesses.

Speaker's name: \_\_\_\_\_ Date: \_\_\_\_\_

Scoring: Circle appropriate numbers from 1 to 10 (highest score is 10)

<b>Physical performance</b> (energy, movements on the stage etc..)	1 2 3 4 5 6 7 8 9 10
<b>Content</b> (range of ideas, organization etc....)	1 2 3 4 5 6 7 8 9 10
<b>Clarity of expression</b> (pronunciation, pace etc...)	1 2 3 4 5 6 7 8 9 10
<b>Delivery</b> (gestures, voice, pauses etc....)	1 2 3 4 5 6 7 8 9 10
<b>Language ability</b> (correctness, appropriateness etc...)	1 2 3 4 5 6 7 8 9 10

Score (out of 50): \_\_\_\_\_