

COMMUNICATION SKILLS IN ENGLISH

Common Course for BA/BSc/BCom/BBA

I SEMESTER

(2011 Admission onwards)



UNIVERSITY OF CALICUT

SCHOOL OF DISTANCE EDUCATION

Calicut University P.O. Malappuram, Kerala, India 673 635



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COMMUNICATION SKILLS IN ENGLISH

MODULE II & III

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MODULE -1

A. LISTENING : SOUNDS, STRESS AND INTONATION

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4. Listening to Announcements
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Unit – I

THE PHONETIC ALPHABET

Objectives :

At the end of this module you will have learnt

1. The sounds and symbols of English
2. Word stress and sentence stress
3. Intonation
4. How to be a good listener.
5. Barriers to listening.
6. How to listen for specific information in different discourses.

English is one of the languages where there is no one-to-one correspondence between the letters of the alphabet and the sounds they represent. For example, the letter *i* is pronounced differently in *ice* and *in*; the letter *g* is pronounced differently in *give* and *gin*; the two letters *ch* are pronounced differently in *church* and *character*. On the other hand, the letter *k* in *keep* and *c* in *car* are pronounced alike and it is the same case with the letters *ch* in *machine* and *sh* in *ship*. Therefore, in English, one letter of the alphabet stands for more than one sound and, conversely, the same sound is represented by different letters of the alphabet. Since there is no one-to-one relationship between spelling and pronunciation in English, we need another alphabet representing all the speech sounds.

INTERNATIONAL PHONETIC ALPHABET (IPA)

The International Phonetic Alphabet is an alphabet approved by the International Phonetic Association. This alphabet has symbols to represent all the sounds that exist in all the languages of the world. This alphabet is based on the Roman alphabet.

THE BRITISH ENGLISH PHONETIC ALPHABET

The English alphabet has twenty-six letters, five of which are vowels and the remaining twenty-one consonants. These twenty-six letters are enough to write English. Since there is a lot of disparity between writing and pronunciation in English, we need another alphabet representing all the speech sounds. Such an alphabet is called the Phonetic Alphabet. This alphabet consists of forty-four speech sounds called phonemes or distinctive sound units. These forty-four phonemes are broadly classified into vowels and consonants. Vowels are twenty in number and consonants are twenty-four. Vowels are further classified into pure vowels and diphthongs. There are twelve pure vowels and eight diphthongs. These phonemes help us to find out the correct pronunciation of words.

PHONEMIC SYMBOLS

PURE VOWELS

1. /ɪ/ as in *sit* /sɪt/
2. /i:/ as in *beat* /bi:t/
3. /e/ as in *bet* /beg/

4. /æ/ as in *sat* /sæt/
5. /ɑ:/ as in *farm* /fɑ:m/
6. /ɒ/ as in *got* /got/
7. /ɔ:/ as in *all* /ɔ:l/
8. /ʊ/ as in *put* /pot/
9. /u:/ as in *fool* /fu:l/
10. /ʌ/ as in *but* /bʌt/
11. /ɜ:/ as in *bird* /bɜ:d/
12. /ə/ as in *ago* /əgəʊ/

DIPHTHONGS

1. /eɪ/ as in *hay* /heɪ/
2. /aɪ/ as in *life* /laɪf/
3. /ɔɪ/ as in *boy* /bɔɪ/
4. /əʊ/ as in *go* /gəʊ/
5. /aʊ/ as in *cow* /kaʊ/
6. /ɪə/ as in *hear* /hɪə/
7. /ʊə/ as in *pure* /pjʊə/
8. /eə/ as in *care* /keə/

CONSONANTS

1. /p/ as in *pen* /pen/
2. /b/ as in *bit* /bɪt/
3. /t/ as in *tin* /tɪn/
4. /d/ as in *dog* /dɒg/
5. /k/ as in *cat* /kæt/
6. /g/ as in *gun* /gʌn/
7. /tʃ/ as in *chin* /tʃɪn/
8. /dʒ/ as in *jug* /dʒʌg/
9. /f/ as in *fat* /fæt/
10. /v/ as in *van* /væn/
11. /θ/ as in *thin* /θɪn/
12. /ð/ as in *then* /ðen/
13. /s/ as in *sip* /sɪp/

14. /z/ as in *zip* /zɪp/
15. /ʃ/ as in *ship* /ʃɪp/
16. /ʒ/ as in *measure* /meʒə/
17. /h/ as in *hen* /hen/
18. /m/ as in *man* /mæn/
19. /n/ as in *net* /net/
20. /ŋ/ as in *ring* /rɪŋ/
21. /l/ as in *leg* /leg/
22. /r/ as in *red* /red/
23. /j/ as in *yes* /jes/
24. /w/ as in *wait* /weɪt/

You will study more about these speech sounds in the coming chapters.

Unit - 2

PURE VOWELS

There are twelve pure vowels in the Phonetic Alphabet. These are called pure vowels because they do not change in quality even when they are made long. They are also known as monophthongs.

1. /ɪ/ as in *bit* /bɪt/

bill /bɪl/	sing /sɪŋ/	rich /rɪtʃ/
big /bɪg/	ill /ɪl/	tin /tɪn/
chin /tʃɪn/ college /kɒlɪdʒ/		slit /slɪt/
dip /dɪp/	king /kɪŋ/	slip /slɪp/
kit /kɪt/	inch /ɪntʃ/	win /wɪn/
did /dɪd/	it /ɪt/	pit /pɪt/
sit /sɪt/	kill/kɪl/	fish /fɪʃ/
kin /kɪn/	kiss/kɪs/	tick/tɪk/
pin/pɪn/	hit /hɪt/	chill /tʃɪl/
sin /sɪn/	quit /kwɪt/	inn /ɪn/
lid /lɪd/	wid /wɪd/	city /sɪtɪ/
chip /tʃɪp/ carriage /kærɪdʒ/		lick /lɪk/
dig /dɪg/	pig /pɪg/	women /wɪmɪn/

/ɪ/ can occur initially, medially and finally in words as in *it*, *bit* and *city*. The common spelling for /ɪ/ is *i* itself (*it*, *sit*). The letters *e* (*college*), *ei* (*foreign*), *ia* (*carriage*) and *o* (*women*) also represent the /ɪ/ sound in a limited number of words.

2. /i:/ as in *deep* /di:p/

beat /bi:t/	cheap /tʃi:p/	eel /i:l/
bead /bi:d/	lean /li:n/	read /ri:d/
deed /di:d/	receive /rɪsi:v/	weep /wi:p/
heal /hi:l/	relieve /rɪli:v/	peak /pi:k/
peep /pi:p/	key /ki:/	clean /kli:n/
keep /ki:p/	weak /wi:k/	sleep /sli:p/
eat /i:t/	reach /ri:tʃ/	reel /ri:l/
seat /si:t/	these /ði:z/	heat /hi:t/
feet /fi:t/	machine/məʃi:n/	keep /ki:p/
keen /ki:n/	neat /ni:t/	each /i:tʃ/

been /bi:n/	beach /bi:tʃ/	teach /ti:tʃ/
lead /li:d/	meal /mi:l/	deal /di:l/
tea /ti:/	queen/kwi:n/	

/i:/ can occur initially, medially and finally in words as in *eat*, *beat* and *key* respectively. The most common spellings for /i:/ are *ee* (feet), and *ea* (tea). The letters *ei* (receive) and *ie* (relieve) are less common. The letters *ey* (key), *e* (these) and *i* (machine) also represent /i:/.

3. /e/as in set /set/

bet /bet/	beg /beg/	hell /hel/
met /met/	egg / eg/	desk /desk/
jet /dʒet/	bent /bent/	next /nekst/
let /let/	sent /sent/	men /men/
tell /tel/	tent /tent/	death /deθ/
fell /fel/	said /sed/	friend /frend/
depth /depθ/	many /menɪ/	chest /tʃest/
step /step/	get /get/	fed /fed /
web /web /	sell /sel/	neck /nek/
melt / melt/	pest /pest/	deck /dek/
mess / mes/		

/e/ occurs only initially and medially as in *any* and *met*. It does not occur finally in a word. The most common spelling for /e/ is *e* (pen). Other possible spellings are *ea* (death), *ie* (friend), *ai* (said) and *a* (many). If *e* is followed by the letter *r*, the sound produced is not /e/, but /ɜ:/ as in *herd* (/hɜ:d/).

4. /æ/ as in cat /k æt/

act /ækt/	sap /sæp/	land /lænd/
apt /æpt/	hang /hæŋ/	pat /pæt/
bad /bæd/	have /hæv/	add /æd/
sat /sæt/	lack / læk/	dam /dæm/
cat /kæt/	lamp /læmp/	bank /bæŋk/
cap /kæp/	jam /dʒæm/	band /bænd/
black /blæk/	rack /ræk/	fax /fæks/
clash /klæʃ/	tap /tæp/	ant /ænt/
catch /kætʃ/	sang /sæŋ/	tag/tæg/

sad /sæd/	hand/hænd/	can /kæn/
quack/kwæk/	lamp/læmp/	fan /fæn/
match /mætʃ/	ham /hæm/	pack / pæk/
fact/fækt/	mad /maed/	rat / ræt/
dash /dæʃ/	hand / hænd/	

/æ/ occurs initially and medially in words as in *act* and *bat*. It does not occur finally in a word. The common spelling for /æ/ is *a* (sand). But if *a* is followed by *r* and there is no vowel sound after *r*, then *a* is usually pronounced as /ɑ:/ as in *car* (/ka:/) but *caravan* is pronounced as /kærəvæn/.

5. /ɑ:/as in *cart* /ka:t/

arch /ɑ: tʃ/	task /ta:sk/	brass /bra:s/
arm /a:m/	vast /va:st/	calf /ka:f/
ask /a:sk/	hard /ha:d/	calm /ka:m/
march /m ɑ:tʃ/	harm /ha:m/	bar /ba:/
balm /ba:m/	fast / fa:st/	jar / dʒɑ:/
barn /ba:n/	grasp /gra:sp/	clasp /kla:sp/
class /kla:s/	park /pa:k/	vast /va:st/
part /pa:t/	half /ha:f/	artist /a:tɪst/
mask /ma:sk/	heart /ha:t/	master /ma:stə/
scar /ska:/	card /ka:d/	lark /la:k/
raft /ra:ft/	large /la:dʒ/	laugh /la:f/

/ɑ:/ can occur initially, medially and finally in words as in *art*, *cart* and *car*. The sound /ɑ:/ is commonly spelt with *ar* (park) and *al* (half). Sometimes, *ear* (heart), *au* (aunt) and *a* (ask) also stand for /ɑ:/.

6. /ɒ/ as in *dog* /dɒg/

pot /pɒt/	want/wɒnt/	lot /lɒt/
clock /klɒk/	college /kɒlɪdʒ/	mob /mɒb /
box /bɒks/	cot /kɒt/	font /fɒnt/
cost /kɒst/	bottle /bɒtl/	frost /frɒst/
got /gɒt/	hop /hɒp/	sausage /sɔ:sɪdʒ/
mock /mɒk/	dot /dɒt/	fob /fɒb/
lodge /lɒdʒ/	shot /ʃɒt/	boss /bɒs/

golf /gɔlf/	lost /lɒst/	jog /dʒɒg/
frog /frɒg/	wash /wɒʃ/	frock /frɒk/
got /gɒt/	cough /kɒf/	flock /flɒk/
moth /mɒθ/	block /blɒk/	gone /gɒn/
pop /pɒp/	bomb /bɒmb/	lost /lɒst/
shop /ʃɒp/	lock /lɒk/	chop /tʃɒp/

/ɒ/ occurs initially and medially in words as in *ox* and *got*. It does not occur finally in a word. The most common letter that stands for the /ɒ/ sound is *o* (dog). The letter *a* (wash) is also used often. The letters *an* (sausage) and *ou* (cough) are also used but rarely.

7. /ɔ:/ as in *taught* /tɔ:t/

all /ɔ:1/	door /dɔ:/	loss /lɔ:s/
ball /bɔ:l/	corpse /kɔ:ps/	north /nɔ:θ/
more /mɔ:/	short /ʃɔ:t/	ought /ɔ:t/
born /bɔ:n/	lord /lɔ:d/	torch /tɔ:tʃ/
taught /tɔ:t/	broad /bro:d/	storm /stɔ:m/
oar /ɔ:/	form /fɔ:m/	wall /wɔ:l/
morn /mɔ:n/	floor /flɔ:/	war /wɔ:/
fork /fɔ:k/	torn /tɔ:n/	ward /wɔ:d/
walk /wɔ:k/	talk /tɔ:k/	water /wɔ:tə/
autumn /ɔ:təm/	faught /fɔ:t/	lore /lɔ:/
law /lɔ:/	pour /pɔ:/	cord /kɔ:d/
porch /pɔ:tʃ/	horse /hɔ:s/	jaw /dʒɔ:/

/ɔ:/ can occur initially, medially and finally in words as in *all*, *bought* and *law*. There are several letters and letter combinations that represent the sound /ɔ:/. The most common among them are : *or* (storm), *a* (wall), *ar* (war), *au* (autumn), *wr* (law), *al* (talk), *augh* (taught), *ough* (taught) and *our* (pour).

8. /ʊ/ as in *put* /pʊt/

put /pʊt/	shook /ʃʊk/	hood /hʊd/
book /bʊk/	could /kʊd/	foot /fʊt/
look /lʊk/	wolf /wʊlf/	would /wʊd/

bull /bul/	stood/stʊd/	bush /buʃ/
took /tok/	crook /krok/	full /fol/
push /puʃ/	good /gʊd/	wood /wʊd/
should /ʃʊd/	sugar /ʃʊgə/	rook /ruk/
butcher /butʃə/nook /nuk/		

/ʊ/ does not occur initially in words. It occurs medially in words as in *put* and *sugar*. In the word final position it occurs only in the unaccented form of the preposition *to*. The common spellings for /ʊ/ are: *u* (push) and *oo* (shook). The letters *ou* (could) and *o* (wolf), also represent the /ʊ/ sound.

9. /u:/ as in *fool* /fu:l/

booth /bu:θ/	ooze /u:z/	fruit /fru:t/
cool /ku:l/	hoop /hu:p/	suit /sju:t/
fool /fu:l/	soup /su:p/	boost /bu:st/
news /nju:z/	flew /flu:/	bloom /blu:m/
room /ru:m/	glue /glu:/	goose /gu:z/
food /fu:d/	moon /mu:n/	droop /dru:p/
broom /bru:m/	use /ju:z/	tune /tju:n/
tool tu:l/	womb/wu:m/	do /du:/
rude /ru:d/	prove /pru:v/	roof /ru:f/
stool /stu:l/	shoe/ʃu:/	nude /nu:d/
spoon /spu:n/	jute / dʒu:t/	moot /mu:t/

/u:/ occurs initially, medially and finally in words as in *ooze*, *food* and *do*. The most common spellings for /u:/ are *oo* (tool), *ou* (soup) and *ew* (flew). The letters *ue* (flue) are also used, but less commonly. The letters *o* (prove), *oe* (shoe), *u* (rude) and *ui* (fruit) also represent /u:/.

10. /ʌ/ as in *but* /bʌt/

bud /bʌd/	lust / lʌst/	duct /dʌkt/
but /bʌt/	pump / pʌmp/	mug /mʌg/
blood /blʌd/	sun /sʌn/	run /rʌn/
duck /dʌk/	tongue /tʌŋ/	pluck /plʌk/
rub /rʌb/	money /mʌni/	thud /θʌd/
lunch /lʌntʃ/	courage/kʌrɪdʒ/	lull /lʌl/
much/mʌtʃ/	won/wʌn/	gum/gʌm/

hut /hʌt/	grudge /grʌdʒ/	cut /kʌt/
stuff/stʌf/	love /lʌv/	sum /sʌm/
dump /dʌmp/	luck /lʌk/	nut /nʌt/
crush /krʌʃ/	fun/ fʌn/	pulp/pʌlp/
fund /fʌnd/	up /ʌp/	

/ʌ/ occurs initially and medially in words as in *up* and *rub* respectively. It does not occur word-finally. The most common spellings for /ʌ/ are: *o* (money), *ou* (courage), and *u* (duck). The letters *oo* also represent /ʌ/ as in *blood*.

11. /ɜ:/ as in *bird* bɜ:d/

bird /bɜ:d/	curl /kɜ:l/	learn /lɜ:n/
berth bɜ:θ/	girl/gɜ:l/	world /wɜ:ld/
burn /bɜ:n/	serve /sɜ:v/	yearn /jɜ:n/
curve /kɜ:v/	urge /ɜ:dʒ/	urn /ɜ:n/
curd /kɜ:d/	merge /mɜ:dʒ/	first /fɜ:st/
err /ɜ:/	pearl /pɜ:l/	firm /fɜ:m/
stern /stɜ:n/	worth /wɜ:θ/	worse /wɜ:s/
word /wɜ:d/	gird /gɜ:d/	burst /bɜ:st/
worm /wɜ:m/	surf /sɜ:f/	whirl /wɜ:1/
curse /kɜ:s/	birch /bɜ:tʃ/	curl /kɜ:l/
birth /bɜ:θ/	earn/ɜ:n/	earth /ɜ:θ/

/ɜ:/ can occur initially, medially and finally in words as in *earn*, *learn* and *err* respectively. The common spellings for /ɜ:/ are : *ir* (girl), *er* (serve) and *ur* (urge). The letters *or* (word), *our* (journal), and *ear* (heard) also represent the /ɜ:/ sound.

12. /ə/ as in *ago* /əgəʊ/

Unlike the other vowels given above, this is a very weak vowel and it occurs in weak syllables of words having more than one syllable.

father /fa:ðə /	special/speʃəl/	another /ənʌðə/
mother /mʌðə/	patient /peɪʃənt/	botany /bɒtənɪ/
brother /brʌðə/	action /ækʃən/	mixer /mɪksə/

sister /sistə/	original /ərɪdʒənəl/	canvass/kænvəs/
about /əbaʊt/	paper /peɪpə/	Fantasy/ fæntəsɪ/
better /betə/	again /əgen/	durable/dju:rəbl/
succeed /səksi:d/	doctor/dɒktə /	ago /əgəʊ/
honour /ɒnə/	powder /paʊdə/	against /əgenst/
angel /eɪndʒəl/	manner/mænə/	adore /ədɔ:/
credible /kredəbl/	garden /ga:dən/	militant/mɪlɪtənt/
interact /ɪntərækt/		

/ə/ can occur initially, medially and finally in words as in *ago*, *forget* (first syllable) and *tailor* (second syllable) respectively. The most common spelling for /ə/ is *a* (about). A number of other letters also represent the /ə/ sound. They are: *o* (original); *e* (better), *u* (succeed), *ia* (special), *ie* (patient) and *io* (action).

Read the following set of sentences.

I. /ɪ/and/i:/

1. We need a college in our village.
2. Does it fit your feet?
3. Do you still feel ill?
4. She slipped into a deep sleep.
5. Please keep these streets clean and green.

II. /e/and/æ/

1. Send me ten bags of sand.
2. Get me a set of ten bats.
3. I met a man and his pet cat.
4. My dead dad had many fans and many fads.
5. Why do you want to marry a mad man?

III./ɒ/,/ɔ:/ and /a:/

1. Get me a potted plant.
2. We call him tortoise because he taught us.
3. What have you got in the hot pot?
4. It's very dark in the park.
5. We'll start on the dot.

IV./ʊ/ and /u:/

1. Look for a good book.
2. We weave wool on a loom.
3. A crook hid in a nook.
4. A full moon at noon!
5. How much wood would a woodpecker peck if a woodpecker would peck wood?

V. /ʌ/ and /ɜ:/

1. I love the country of my birth.
2. You must take the first bus.
3. The early bird catches the worm.
4. She's my first cousin.
5. You must serve him.

VI./ə/

1. I forgot again!
2. Not bananas again for supper!
3. Call the police.
4. Please support him.
5. It is butter.

Exercise – 1

Identity the vowels in the following words.

- | | | |
|----------|-----------|----------|
| 1.beep | 2.hen | 3.flat |
| 4.past | 5.free | 6.bleed |
| 7.farce | 8.goose | 9.lap |
| 10.clip | 11.adjust | 12.foot |
| 13.dwarf | 14.earn | 15.scene |

Exercise - 2

Identity the vowels in the following words.

- | | | |
|----------|---------|---------|
| 1.sun | 2.very | 3.suit |
| 4.verse | 5.slot | 6.swim |
| 7.list | 8.slit | 9.skirt |
| 10.shirt | 11.keep | 12.gust |
| 13.crept | 14.clap | 15.leap |

Unit – 3

DIPHTHONGS

There are eight diphthongs in the Phonetic Alphabet. The symbols for diphthongs consist of two vowels each, one to indicate the vowel quality at the beginning and the other the vowel quality towards which the glide take place. A diphthong is a glide from one vowel to another. For this reason diphthongs are also known as vowel glides.

1. /eɪ/as in *play* /pleɪ/

aid /eɪd/	age /eɪdʒ/	sake /seɪk/
bake /beɪk/	pray /preɪ/	taste /teɪst/
made /meɪd/	gate /geɪt/	wade /weɪd/
play /pleɪ/	male /meɪl/	wait /weɪt/
aim /eɪm/	nail /neɪl/	hate /heɪt/
game /geɪm/	bathe /beɪθ/	crave /kreɪv/
same /seɪm/	paid /peɪd/	day /deɪ/
lame /leɪm/	late /leɪt/	ape /eɪp/
may /meɪ/	ache /eɪk/	slave /sləɪv/
saint /seɪnt/	eight/eɪt/	waste /weɪst/
ace /eɪs/	pale /peɪl/	fade /feɪd/
weight /weɪt/	they /ðeɪ/	great /greɪt/
claim /cleɪm/		

/eɪ/ can occur initially, medially and finally in words as in *aim*, *game* and *play* respectively. The most common spelling for /eɪ/ is *a* (take). The letters *ay* (say) and *ei* (weight) are also common. The letters *ea* (they), *ai* (wait) and *ea* (great) also represent the /eɪ/ sound.

2. /aɪ/as in *life* /laɪf/

bike /baɪk/	dry /draɪ/	ripe /raɪp/
bite /baɪt/	side /saɪd/	tie /taɪ/
eye /aɪ/	buy /baɪ/	nine /naɪn/
die /daɪ/	height /haɪt/	kind /kaɪnd/
life /laɪf/	either /aɪðə/	white /waɪt/
fine /faɪn/	sight /saɪt/	wide /waɪd/
mice /maɪs/	cry /kraɪ/	mike/mark/

why /waɪ/	sigh /saɪ/	line /laɪn/
light /laɪt/	time /taɪm/	high /haɪ/
fly /flaɪ/	ice /aɪs/	hide /haɪd/
type /taɪp/	fine /faɪn/	cite /saɪt/

/aɪ/ can occur word- initially, word-medially and word-finally as in ice, mike and buy respectively. The most common spellings for /aɪ/ are: i (fine), y (type), ie (die) and uy (buy). The letters ie also stand for /aɪ/ in some words such as *height* and *either*.

3. /ɔɪ/ as in boy /bɔɪ/

boy /bɔɪ /	join/dʒɔɪn/	coy /kɔɪ/
boil /bɔɪl/	soil /sɔɪl/	void /vɔɪd/
choice /tʃɔɪs/	coin /kɔɪn/	loiter /lɔɪtə/
broil /brɔɪl/	loin /lɔɪn/	toy /tɔɪ /
coil /kɔɪl /	noise /nɔɪz/	alloy /ælɔɪ/
oil /ɔɪl /	moil /mɔɪl/	toil /tɔɪl /
voice /vɔɪs /	foil /fɔɪl/	point /pɔɪnt/
joy /dʒɔɪ/	moist /mɔɪst/	joint /dʒɔɪnt/
envoy / envoɪ/	enjoy /endʒɔɪ/	avoid /əvɔɪd/

/ɔɪ/ can occur initially, medially and finally in words as in oil, boil and boy respectively. The most common spellings for /ɔɪ/ are: oi (oil) and oy (joy).

4. /əʊ/as in go /gəʊ/

blow /bləʊ/	goat /gəʊt/	bolt /bəʊlt/
boat /bəʊt/	low /ləʊ/	Plateau /plætəʊ/
both /bəʊθ/	bone /bəʊn/	toe /təʊ/
folk /fəʊk/	load /ləʊd/	nose /nəʊz/
glow /gləʊ/	soul /səʊl/	know /nəʊ/
most /məʊst/	coach /kəʊtʃ/	mole /məʊl/
post /pəʊst/	note /nəʊt/	go/gəʊ/
loaf /ləʊf/	no/nəʊ/	pose /pəʊz/
goal /gəʊl/	mould /məʊld/	sow /səʊ/

boast /bəʊst/	gold /gəʊld/	fold /fəʊld/
bold /bəʊld/	soak /səʊk/	mow /məʊ/
bow /bəʊ/	woe /wəʊ/	over /əʊvə/

/əʊ/ occurs initially, medially and finally in words as in *over*, *boat* and *go* respectively. The common spellings for the sound /əʊ/ are: *o* (bone), *ow* (blow), *oa* (coach) and *ou* (soul). The letters *oe* (toe), and in a few rare words *eau* (plateau) also represent the /əʊ/sound.

5. /aʊ/ as in *cow* /kaʊ/

down /daʊn/	sound /saʊnd/	found /faʊnd/
foul /faʊl/	cloud /klaʊd/	crowd /kraʊd/
howl/həʊl/	cow /kaʊ/	loud /laʊd/
out /aʊt/	couch /kaʊtʃ/	noun /naʊn/
south /saʊθ/	gown /gaʊn/	house /haʊs/
count /kaʊnt/	foul /faʊl/	ground /graʊnd/
mount /maʊnt/	mouse /maʊz/	how /haʊ/
town /taʊn/	shout /ʃaʊt/	lout /laʊt/
mouth /maʊθ/	stout /staʊt/	louse /laʊz/
doubt /daʊt/	pouch /paʊtʃ/	pounce /paʊns/
clown /klaʊn/	now /naʊ/	spout/spaʊt/
spouse /spaʊs/		

/aʊ/ occurs initially, medially and finally in words as in *out*, *bout*, and *cow* respectively. The most common spellings for the sound /aʊ/ are: *ou* (cloud) and *ow* (cow).

6. /ɪə/ as in *hear* /hɪə/

mere /mɪə/	dear /dɪə/	near/nɪə/
beer /bɪə/	ear /ɪə/	beard/bɪəd/
cheer/tʃɪə/	fear/fɪə/	gear /gɪə/
peer/pɪə/	rear/rɪə/	sear /sɪə/
sheer /ʃɪə/	queer /kwɪə/	tear/tɪə/
steer /stɪə/	dreary /drɪərɪ/	veer /vɪə/
clear /klɪə/	pear /pɪə/	weary /wɪərɪ/
fierce /fɪəs/	pearce /pɪəs/	nearly /nɪərlɪ/
hero /hɪərəʊ/	peard /pɪəd/	spear /spɪə/

/ɪə/ can occur initially, medially and finally in words as in *ear-ring*, *fierce* and *rear* respectively. The most common spellings of /ɪə/ are *ear* (dear), *ere* (mere) and *eer* (steer). The letters *ie* also represents /ɪə/ as in *fierce*.

7. /ʊə/ as in *poor* /pʊə/

pure /pjʊə/	lure /lʊə/	doer/dʊə/
cure /kjʊə/	sure / fʊə/	cruel /krʊəl/
during/dʒʊərɪŋ/	tour/tʊə/jury/dʒʊərɪ/	mature/matʃʊə/

/ʊə/ occurs medially and finally in words as in *during* and *care* respectively. It does not occur initially in a word. The sound /ʊə/ is commonly represented by *ou* (tour) and *u* (pure).

8 /eə/ as in *care* /keə/

air /eə/	mare /meə/	where /weə/
bare/beə/	fare/feə/	swear /sweə/
care/ keə/	pair /peə/	wear /weə/
lair /leə/	stare/stəə/	pear /peə/
dare /deə/	aeroplane/eərəpleɪn/	hair/heə/
fair/feə/	stair/steə/	snare/sneə/
share /ʃeə/	flair /fleə/	scare/skeeə/
chair /tʃeə/	spare/speə/	square /skweə/
their /ðeə/		

/eə/ can occur initially, medially and finally in words as in *aeroplane*, *careful* and *care* respectively. The common letter combinations that stand for the /eə/ sound are: *are* (dare), *air* (chair), *ear* (bear), *ere* (where) and *eir* (their).

Read the following set of sentences.

I. /aɪ/, /eɪ/ and /ɔɪ/

1. Have a nice day!
2. Rain, rain, go away.
3. When it rains in Spain, it rains mainly on the plains.
4. Make hay while the sun shines.
5. A noisy noise annoys an oyster.

II. /aʊ/ and /əʊ/

1. He phoned to say he'd found the photos.
2. The motion was shouted down.
3. You can talk till the cows come home
4. Dowry was unknown in olden days.
5. The scoundrel was gunned down on the road.

III. /ɪə/, /eə/ and /ʊə/

1. Are you sure you want to share the beer?
2. With good wishes from near and dear.
3. The bus-fare varies from area to area.
4. Don't you dare go near the fierce dog!
5. Mary, is the cashier here?

Exercise – 1

Identify the diphthongs in the following words.

- | | | |
|-------------|-----------|-----------|
| 1. kite | 2. slide | 3. joy |
| 4. swine | 5. grown | 6. hay |
| 7. response | 8. pound | 9. swear |
| 10. claim | 11. slow | 12. glare |
| 13. flame | 14. slide | 15. stare |

Exercise – 2

Identify the diphthongs in the following words.

- | | | |
|-----------|------------|-------------|
| 1. plight | 2. grout | 3. sprout |
| 4. round | 5. foul | 6. clear |
| 7. cheer | 8. stone | 9. role |
| 10. roll | 11. sheer | 12. vacate |
| 13. out | 14. invite | 15. exploit |

Unit – 4

TRIPHTHONGS

Five of the eight diphthongs namely, /eɪ/ /aɪ/ /ɔɪ/ /aʊ/ and /əʊ/ (i.e., the diphthongs other than those that glide in the direction of /ə/) may be followed by /ə/ within a word. These sounds are known as triphthongs.

They are given below:

1. /eɪ/ + /ə/ as in *player* /pleɪə/
2. /aɪ/ + /ə/ as in *fire* /faɪə/
3. /ɔɪ/ + /ə/ as in *employer* /implɔɪə/
4. /əʊ/ + /ə/ as in *lower* /ləʊə/
5. /aʊ/ + /ə/ as in *hour* /aʊə/

Some more examples are given below:-

1. /eɪə/ as in *player* /pleɪə/

greyer /greɪə/

gayer /geɪə/

slayer /sleɪə/

layer /leɪə/

2. /aɪə/ as in *fire* /faɪə/

iron /aɪə/

buyer /baɪə/

tyre /taɪə/

higher /haɪə/

tire /taɪə/

wire /waɪə/

lyre /laɪə/

prior /praɪə/

science /saɪəns/

dryer /draɪə/

friar /fraɪə/

mire /maɪə/

dyer /daɪə/

3. /əɪə/ as in *employer* /implɔɪə/

royal /əɪə/

loyal /ləɪə/

tyre /taɪə/

lawyer /əɪə/

coir /kɔɪə/

4. /əʊə/ as in *lower* /ləʊə/

grower /grəʊə/

mower /məʊə/

lower /ləʊə/

rower /rəʊə/

blower /bləʊə/

thrower /θrəʊə/

5. /aʊə/ as in *hour* /aʊə/

bower /baʊə/ towel /taʊəl/

flower /flaʊə/ shower /ʃaʊə/

power /paʊə/ dower /daʊə/

Exercise – 1

Identify the trip thongs in the following words.

1. flier
2. flour
3. friar
4. slower
5. plougher

UNIT – 5**CONSONANTS**

There are twenty-four consonants in the phonetic alphabet.

1. /p/ as in *pen* /pen/

put /pʊt/	gap /gæp/	pomp /pɒmp/
pencil /pensɪl/	span /spæn/	simple /sɪmpl/
plate /pleɪt/	apple /æpl/	pepper /pepə/
ape /eɪp/	clasp /kla:sp/	temper /tempə/
plead /pli:d/	chapel /tʃæpəl/	temple /templ/
pitch /pɪtʃ/	plain /pleɪn/	jump /dʒʌmp/
pick /pɪk/	please /pli:z/	umpire /ʌmpaɪə/
cup /kʌp/	paddle /pædl/	peanut /pi:nʌt/
pager /peɪdʒə/	pigment /pɪgment/	pimple /pɪmpl/
perform /pəfɔ:m/		

The most common spelling for /p/ is *p* (*pen*). The letters *pp* also represent /p/ as in ‘*apple*. *e* /p/ is silent in words like *receipt* and *psychology*.

2. /b/ as in *bid* /bɪd/

bid /bɪd/	beef/bi:f/	cab /kæb/
rub /rʌb/	bed/bed/	tribe /traɪb/
bud /bʌd/	bride/braɪd/	ribbon /rɪbən/
habit /hæbɪt/	labour /leɪbə/	best /best/
bulb /bʌlb/	broad /brɔ:d/	barrier /bærɪə/
tub /tʌb/	brain /breɪn/	horn bill /hɔ:nbɪl/
symbol /sɪmbəl/	blockage /blɒkɪdʒ/	marble /ma:bl/
pebble /pebl/	cabin/kæbɪn/	before/bɪfɔ:/
baby/bəɪbɪ/	disable /dɪseɪbl/	begger /begə/
back /bæk/	bee /bi:/	imbibe /ɪmbaɪb/ bail/beɪl/

The most common spelling for /b/us *b* (*bag*). The letters *bb* also represent /b/ as in *rubber*. The letter *b* silent in words like *comb* and *doubt*.

3. /t/ as in *tin* /tin/

table /teɪbl/	battle /bætl/	letter/letə/
teeth /ti:θ/	litmus /lɪtməs/	lent/lent/
tongue /tʌŋ/	plastic /pla:stɪk/	sent/sent/
might /maɪt/	transmit / trænzmɪt/	yet/jet/
ankle /æŋkl/	treat /tri:t/	wet/wet/
banker /bæŋkə/	task / ta:sk/	utter/ʌtə/
tinker /tɪŋkə/	pretty / prɪtɪ/	twist/twɪst/
tight /taɪt/	cut / kʌt/	stain/steɪn/
tease /tr:z/	matter/mætə/	sport/spɔ:t/

The most common spelling for /t/ is *t* (ten). The letter *tt* also represents /t/ as in *better*.

4. /d/ as in *dip* /dɪp/

dig/dɪg/	middle/mɪdl/	detail/di:teɪl/
deed/ di:d/	sad /sæd/	lead/li:d/
distort/dɪstɔ:t/	desk/desk/	seduce/sɪdju:s/
ideal/aɪdɪəl/	read/ri:d/	wide/wɪd/
dinner/dɪnə/	dry/draɪ/	guide/gaɪd/
deep/di:p/	adapt/ədæpt/	add/æd/
head/hed/	ladle/leɪdl/	demise/dɪmaɪz/
hold/həuld/	loud/laʊd/	deject/dɪdʒekt/
indeed/ɪndi:d/	mend/mend/	drug/drʌg/
jade/dʒeɪd/	paddock/pædək/	embed/ɪmbed/
kid/kɪd/	dark/dɑ:k/	

The most common spelling for /d/ is d (dog). The letters *dd* also represent /d/ as in *sudden*.

5. /k/ as in *keep* /ki:p/

keen/ki:n/	hark/ha:k/	sky/skaɪ/
spark/spa:k/	skin/skɪn/	pike/paɪk/
pack/pæk/	king/kɪŋ/	joke/dʒeɪk/

make/mɛɪk/	shock/ʃɒk/	kite/kaɪt/
like/laɪk/	black/blæk/	cry/kraɪ/
canter/kæntə/	pink/pɪŋk/	ink/ɪŋk /
link/lɪŋk/	pike/paɪk/	crock/krɒk/
kick/kɪk/	cube/kju:b/	can/kæn/

The most common spellings for /k/ are *c* (can) and *'k*(king). The letters *cc* (soccer) and *ck* (back) also represent /k/. The letter *k* is silent in words like *know* and *knee*.

6. /g/ as in *gun* /gʌn/

gun/ gʌn /	bag/bæg/	guilt/gɪlt/
gate/ geɪt /	lag/læg/	gust/gʌst/
jug/ dʒʌg/	dig/dɪg/	hogshead/hɒgzhed/
jungle/dʒʌŋgl/	guy/gaɪ/	hug/hʌg/
ignore/ɪgnɔ:/	glad/glæd/	grade/greɪd/
gram/ græm/	ingrate/ɪngreɪt/	grace/graɪs/
jag/ dʒæg/	ghost/gəʊst/	graph/gra:f/
glob/ gləb/	aghast/əga:st/	ignite/ɪgnait/
gloom/ glu:m/	ago/əgəʊ/	

The most common spellings for /g/ are *g* (get) and *gh* (ghost). The letters *gg* also represent /g/ as in *beggar*.

7. /tʃ/ as in *chat* /tʃæt/

chat /tʃæt/	chapel /tʃæpəl/	pitcher /pɪtʃə/
such /sʌtʃ/	search /sɜ:tʃ/	ditch /dɪtʃ/
much /mʌtʃ/	punch /pʌntʃ/	stitch /stɪtʃ/
bitch /bɪtʃ/	crunch /krʌntʃ/	cheap /tʃi:p/
chair /tʃeə/	lunch /lʌntʃ/	which /wɪtʃ/

charge /tʃɑ:dʒ/	hutch /hʌtʃ/	chew /tʃu:/
change /tʃeɪndʒ/	church /tʃɜ:tʃ/	kitchen /kɪtʃɪn/
purchase /pɜ:tʃəs/	merchant /mɜ:tʃənt/	chin /tʃɪn/
rich /rɪtʃ/	creature /kri:tʃə/	nature /neɪtʃə/
catch /kætʃ/		

The most common spellings for /tʃ/ are: *ch* at the beginning of words (chin, chalk), *ch* and *t* in the middle (achieve, nature), and *tch* at the end of words (catch, match).

8. /dʒ/ as in *jug* / dʒʌg /

jug /dʒʌg/	judge /dʒʌdʒ/	jump /dʒʌmp/
job /dʒɒb/	age /eɪdʒ/	budget /bʌdʒɪt/
joy /dʒɔɪ/	village /vɪlɪdʒ/	bridge /brɪdʒ/
journey /dʒ:ni/	gem /dʒem/	fridge /frɪdʒ/
major /meɪdʒə/	agenda /ədʒendə/	badge /bædʒ/
adjust /ədʒʌst/	object /əbdʒɪkt/	suggest /sədʒest/
edge /edʒ/	jet /jet/	

The common spelling for /dʒ/ are *j* and *g* at the word – initial position (job, gem), *g* and *j* in middle position (agenda, object) and ‘*ge* and *dge* in the word-final position (village, edge).

9. /f/ as in *fan* /fæn/

face /feɪs/	few /fju:/	laugh /la:f/
phone /fəʊn/	fun /fʌn/	fast /fa:st/
suffer /sʌfə/	leaf /li:f/	fail /feɪl/
fan /fæn/	fate /feɪt/	firm /fɜ:m/
feet /fi:t/	fish /fiʃ/	half /ha:f/
wafer /weɪfə/	female /fi:meɪl/	farm /fa:m/
tough /tʌf/	fill /fɪl/	
nymph /nɪmf/	fat /fæt/	

The most common spellings for /f/ are: *f* (fat) and *ff* (suffer). The /f/ sound spelt with *ph*(photo) is less common. The letters *gh* (laugh) are also used for /f/.

10. /v/ as in van /væn/

van /væn/	river /rɪvə/	vinegar /vɪnɪgə/
vine /vaɪn/	hive /haɪv/	love /lʌv/
very /verɪ/	vague /veɪg/	cave /keɪv/
view /vju:/	receive /rɪsɪ:v/	move /mu:v/
vet /vet/	revenge /rɪvendʒ/	vest /vest/
valiant /vælɪənt/	voice /vɔɪs/	leave /li:v/
wave /weɪv/	vigor /vɪgə/	narrative /nærətɪv/
gave /geɪv/	vivid /vɪvɪd/	vomit /vʊmɪt/

The common spelling for /v/ is *v* itself (voice). Very rarely *ph* also represents /v/ as in *nephew*.

11. /θ/ as in thin / θɪn/

thin /θɪn/	earth /ɜ:θ/	worthy /wɜ:θɪ/
think /θɪŋk/	bath /ba:θ/	birthday /bɜ:θdeɪ/
thief /θi:f/	thought /θɔ:t/	truth /tru:θ/
nothing /nʌθɪŋ/	mouth /maʊθ/	with /wɪθ/
anything /enɪθɪŋ/	birth /bɜ:θ/	youth /ju:θ/
something /sʌmθɪŋ/	three /θri:/	throw /θrəʊ/
thank /θæŋk/	thorn /θɔ:n/	thick /θɪk/
throne /θrəʊn/	method /meθəd/	author /ɔ:θə/
north /nɔ:θ/	teeth /ti:θ/	south /sauθ/

12. /ð/ as in this / ðɪs/

this /ðɪs/	though /ðəʊ/	leather /leðə/
that /ðæt/	mother /mʌðə/	within /wɪðɪn/
breathe /bri:ð/	smooth /smu:ð/	then /ðen/
weather /weðə/	northern /nɔ:ðən/	these /ði:z/
there /ðeə/	thus /ðʌs/	those /ðəʊz/
bother /bɒðə/		

The letter combination *th* is the most common spelling for both /θ/ and /ð/. So it is difficult to decide on the sound of looking at the spelling.

13. /s/ as in *sin/sɪn/*

city /sɪtɪ/	atlas /ætləs/	master /ma:stə/
lips /lips/	song /sɒŋ/	class /kla:s/
scene /si:n/	ace /eɪs/	sin /sɪn/
gas /gæs/	dress /dres/	message /mesɪdʒ/
case /keɪs/	sit /sɪt/	sad /sæd/
yes /jes/	sing /sɪŋ/	sea /si:/
alas /əlæs/	set /set/	small /smɔ:l/
sleep /sli:p/	same /seɪm/	spark /spa:k/
plates /pleɪts/	bites /baɪts/	nice /naɪs/

The most common spellings for /s/ are *s* (gas), and *c* (city). The spelling *sc* (scene) is less common.

14. /z/ as in *zoo /zu:/*

zoo /zu:/	zinc /zɪŋk/	zero /ziərəʊ/
zest /zest/	zone /zəʊn/	zebra /zebrə/
zoology /zʊɒlədʒɪ/	freeze /fri:z/	puzzle /pʌzl/
dogs /dogz/	eyes /aɪz/	rise /raɪz/
lose /lu:z/	disease /dɪzɪ:z/	prism/prɪzəm/
husband /hʌzbənd/	rose /rəʊz/	prose /prəʊz/

The common spelling for /z/ is *z* itself. The spelling with *s* (music) is sometimes used; less commonly used is *ss* (dissolve)

15. /ʃ/ as in *ship /ʃɪp/*

shape /ʃeɪp/	sugar /ʃʊgə/	nation /neɪʃən/
ship /ʃɪp/	mission/mɪʃən/	mesh /mesʃ/
shed /ʃed/	action /ækʃən/	wash /wɒʃ/
share /ʃeə/	fish /fɪʃ/	rush /rʌʃ/
sharp /ʃa:p/	ash /æʃ/	shade /ʃeɪd/
shaft /ʃa:ft/	push /pʊʃ/	hush /hʌʃ/
lavish /lævɪʃ/	slash /slæʃ/	shot /ʃɒt/

The most common spelling for /ʃ/ are: *s* (sugar), *sh* (shop) and *ss*(mission). Other spellings are: *c* (ocean, *sc* (conscious), *ti* (nation), and rarely *sch* (schedule).

16. /ʒ/ as in *measure* /meʒə/

measure /meʒə/	usual /ju:ʒuəl/	mirage /mɪra:ʒ/
pleasure /pleʒə/	casual /kæʒuəl/	prestige/presti:ʒ/
vision/vɪʒən/	elision /ɪlɪʒən/	treasure/treʒə/
closure/kləʊʒə/	regime/reɪʒi:m/	

There are no words in English with the sound /ʒ/ at the beginning. When it comes in the middle and at the end of words, the spelling used are: *s* (measure) *z* (seizure), and *g* (regime, mirage).

17. /h/ as in *hat* /hæt/

behind /bɪhaɪnd/	hail /heɪl/	honey /hʌni/
behave /bɪheɪv/	hang /hæŋ/	hush /hʌʃ/
hid /hɪd/	hard /ha:d/	human /hju:mən/
who /hu:/	hide /haɪd/	hunt /hʌnt/
behalf /bɪha:f/	hobby /hɒbi/	hat /hæt/
hand /hænd/	help /help/	hymn /hɪm/

The /h/ sound is most commonly represented by the letter *h* as in *hill*, *behind* etc. Sometimes the letter-combination *wh* also stands for the sound /h/, as in *who*.

18. /m/ as in *mat* /mæt/

dam /dæm/	many /menɪ/	smear /smɪə/
camel /kæməl/	animal /ænɪməl/	smart /sma:t/
most /məʊst/	hammer /hæmə/	skim /skɪm/
mill /mɪl/	dumb /dʌm/	met /met/
mice /maɪs/	mind /maɪnd/	mat /mæt/
dim /dɪm/	smile /smайл/	mud /mʌd/
slim /slɪm/	meet /mi:t/	

19. /n/ as in *net* /net/

net /net/	snob /snɒb/	can /kæn/
nest /nest/	snub /snʌb/	nut /nʌt/

name /neɪm/	shown /ʃəʊn/	pint /paɪnt/
manner /mænə/	number /nʌmbə/	long /lɔŋ/
moon /mu:n/	news /nju:z/	lonely /ləʊnli:/
thin /θɪn/	nourish /nʌriʃ/	pun /pʌn/
near /nɪə/	null /nʌl/	

20. /ŋ/ as in *sing* /sɪŋ/

bang /bæŋ/	song /sɒŋ/	think /θɪŋk/
ring /rɪŋ/	young /jʌŋ/	singing /sɪŋɪŋ/
longing /lɒŋɪŋ/	monkey /mʌŋki/	sink /sɪŋk/
tongue /tʌŋ/	donkey /dɒŋki/	thing /θɪŋ/
lung /lʌŋ/	gang /gæŋ/	
bring /brɪŋ/	long /lɒŋ/	
king /kɪŋ/	among /əmʌŋ/	

The common spellings for /m/ and /n/ are *m* and *n* respectively as in *man* and *neat*. The most common spelling for /ŋ/ is *ng* as in *sing*. The letter *n* also represents /ŋ/ as in *sink*. When the sound after /n/ is /k/ or /g/, the /n/ usually changes to /ŋ/: *think* /θɪŋk/, *finger* /fɪŋgə/, *English* /ɪŋglɪʃ/.

21. /l/ as in *lid* /lɪd/

love /lʌv/	late /leɪt/	claim /kleɪm/
long /lɒŋ/	last /la:st/	clan /klæn/
lid /lɪd/	blade /bleɪd/	declare /dɪk्लeə/
lip /lɪp/	slide /slaɪd/	fell /fel/
pulp /pʌlp/	slip /slɪp/	flight /flaɪt/
full /fʊl/	sly /sλɪ/	flirt /flɜ:t/
fool /fu:l/	lazy /leɪzɪ/	milk /mɪlk/

The usual spelling for /l/ is the letter *l* itself. The letter combination *ll* is also used to represent /l/ as in *pulley*. The letter *l* is silent when it is followed by *f*, *k*, *m* and *d*.

22. /r/ as in *red* /red/

rat /ræt/	throat /θrəʊt/	rebel /rɪbel/
red /red/	strip /stri:p/	redress /rɪdres/
run /rʌn/	scrap /skræp/	serene /sɪri:n/
merry /merɪ/	rate /reɪt/	strip /stri:p/
wrong /rɒŋ/	raid /reɪd/	rhyme /raɪm/

write /raɪt/	proper /prɔpə/	very /verɪ/
spray /spreɪ/	radio /reɪdɪəʊ/	

The most common spellings for /r/ are *r* (red) and *rr* (carrot). The letters *wr* (wrong) and *rh* (rhyme) are also used. The letter *r* is silent in the final position, or before an *e* followed by a suffix.

23. /j/ as in *yes* /jes/

yard /jɑ:d/	yolk /jəʊk/	yack /jæk/
you /ju:/	young /jʌŋ/	yellow /jeləʊ/
your /jɔ:/	yawn /jɔ:n/	yell /jel/
use /ju:s/	year /jɪə/	youth /ju:θ/

The sound /j/ is represented by *y* as in *you*, *e* as in *few*, and *u* as in *cue*.

24. /w/ as in *wet* /wɛt/

what /wɒt/	ward /wɔ:d/	wave /weɪv/
wear /weə/	warp /wɔ:p/	weld /weld/
war /wɔ:/	wash /wɒʃ/	wind /wɪnd/
wait /weɪt/	wallet /wɒlt/	wrist /rɪst/

The letter *w* represents the sound /w/ most of the time, as in *will*, *wait* etc.

Read the following set of sentences.

I. /p/, /b/, /t/, /d/, /k/, and /g/

1. Betty bought a bitter bit of butter.
2. Give the rogue a long rope.
3. Sorry, we haven't got any clue.
4. Their bickering is getting bitter and bigger.
5. Have you got any pins?

II. /tʃ/ and /dʒ/

1. Watch the children in church.
2. That's a major change in the agenda.
3. She is aged, but is still charming!
4. She made a fortune selling her pictures.
5. Don't capture the creature!

III./f/ and /v/

1. It moves very fast.
2. It was a brief love.
3. Five foolish friends fighting a fake fire!
4. Fifty – five fresh loaves and forty – five fine fishes to feed fifty – four fussy friends.
5. If offers a fine view.

IV. /θ/ and /ð/

1. They are with their kith and kin through thick and thin.
2. Don't bother your brother!
3. They live with their father, mother and brother.
4. Give me something thinner than that.
5. He is standing there with his friends.

V. /s/ and /z/

1. How many slim slimy snakes would slither silently to the sea, if slim slimy snakes could slither silently?
2. A noisy noise annoys an oyster.
3. Sally's seven silly sisters sang seven silly songs.
4. Zany zebras in the zoo walked zigzag like zombies.
5. There are so many snakes in the zoo.

VI./ʃ/ and /ʒ/

1. She sells seashells on the seashore.
2. Shyam is sick and Sam is shy!
3. Shiny is sick of summer sunshine.
4. Shameless Susan sighs in her usual casual fashion.
5. Susan wears shoes without socks.

VII. /m/,/n/ and /ŋ/

1. Mister Menon made a mess of his maiden match.
2. Funny it's Sunny though it's raining!
3. No new nannies are needed to nurse the nine new-borns.
4. A singer is singing a new song.
5. He can't be wrong.

VIII. /h/, /w/ and /j/

1. Why do we want a quick – **witter** waiter?
2. Is the yolk of an egg always yellow?
3. Why do you weave your hair in that weird way?
4. Wait for a week, will you?
5. Wonder wash! Quick as your wish! Quiet as a whisper!

IX. /l/ and /r/

1. I have no clue where the crew is!
2. All the players knelt on the floor and prayed.
3. Round and round the rugged rock the rugged rascal ran.
4. The jarring noise marred the serenity of the room.
5. The sprinter's right leg was put in a splint.

Exercise – 1

Identify the initial consonants in the following words.

- | | | |
|----------|----------|-----------|
| 1. puff | 6. rude | 11. tomb |
| 2. chat | 7. lie | 12. gun |
| 3. judge | 8. nice | 13. thumb |
| 4. click | 9. high | 14. mine |
| 5. suck | 10. boss | 15. wide |

Exercise – 2

Identify the final consonants in the following words.

- | | | |
|---------|----------|----------|
| 1.check | 2.gold | 3.down |
| 4.wash | 5.bridge | 6.cling |
| 7.youth | 8.huge | 9.job |
| 10.yell | 11.mud | 12.chill |
| 13.balm | 14.coach | 15.pull |

UNIT – 6

THE SYLLABLE

The syllable is the unit that is next in hierarchy to the speech sound. It is the smallest convenient unit of speech. Syllables are formed by combining phonemes. All the words in English have one or more syllables. According to the number of syllables in a word, words may be classified into: mono-syllabic words, di-syllabic words, tri-syllabic words and poly-syllabic words. Usually syllable-division is marked with a hyphen. It is not always possible to mark syllable division in the orthographic representation (ordinary spelling) of English words. It is, therefore, better to write the phonetic transcription of words and mark syllable-division in the transcribed versions of words. A Syllable will always have a vowel. There may or may not be consonants in a syllable. The number of syllabus in a word can be understood by counting the number of vowels.

Mono-syllabic words

Words which have only one syllable are known as mono-syllabic words. Some examples are given below.

dip	dɪp	heat	hi:t	kill	kɪl
art	a:t	bead	bi:d	will	wɪl
keep	ki:p	dead	di:d	zoo	zu:
sin	sɪn	cheap	tʃi:p	dip	dɪp
pin	pɪn	each	ɪ:tʃ	Kin	kɪn
boy	bɔɪ	ill	ɪl	tin	tɪn
eat	i:t	lip	lɪp	lick	lɪk
bat	bæt	tip	tɪp	sip	sɪp
lid	lɪd	sad	Sæd	mud	mʌd

Di-syllabic words

Words having two syllables are known as di-syllabic words. Examples are given below. Syllabus division is marked with a hyphen.

apple	æp-l	doctor	dɒk-tə	college	kɒl-ɪ dʒ
across	ə-kros	intact	ɪn-tækt	contain	kən-təɪn
battle	bæt-l	packet	pæk-ɪt	custom	kʌs-təm
exclaim	ɪks-kleɪm	retail	rɪ-teɪl	glitter	glɪt-ə
intend	ɪn-tend	husband	hʌz-bənd	impart	ɪm-pa:t

lonely	ləʊn-li	present	prɪ-zent	ladder	læd-ə
prepay	pri:-peɪ	rebound	rɪ-baʊnd	engage	ɪn-geɪdʒ
rebuid	ri:-bɪld	relax	rɪ-læks		

Tri syllabic words

Words having three syllables are called tri syllabic words. Examples are listed below:

strategy	stræt- ə-dʒɪ	Consider	kən-sɪd-ə
imitate	ɪm-ɪ-teɪt	Intermit	ɪn-tə-mɪt
affection	ə-fek-ʃn	Pedicure	ped-ɪ-kjʊə
minister	mɪn-ɪ-stə	Promotive	prə-məʊ-tɪv
algebra	æl-dʒɪ-brə	Radio	reɪ-dɪ-əʊ
predicate	pred-ɪ-kət	Satisfy	sæt-ɪs-faɪ
saturday	sæt-ə-deɪ	Prepayment	pri:-peɪ-mənt

Poly –syllabic words

Words having more than three syllables are known as poly-syllabic words. Examples are given below:

propaganda	prop-ə-gæn-də
pronunciation	prə-nʌn-sɪ-eɪ-ʃən
pulsatory	pʌl-sə -tər-ɪ
probability	prɒb-ə-bɪl-ə-tɪ
understandably	ʌn-də-stænd-ə-blɪ
exploitation	ek-splɔɪ-teɪ-ʃən
exterior	ɪk-stɪə-rɪ-ə
temporary	tem-pər-ər-ɪ
pronunciation	prə-nʌn-sɪ-eɪ-ʃən
commercialization	kə-mɜːl-ʃə-lai-zeɪ-ʃən
communion	kə-mjuː-nɪ-ən
complimentary	kəm-plɪ-men-tər-ɪ

conventional	kən-ven-ʃən-əl
convenient	kən- vi:-nɪ -ənt
fundamental	fʌn-də-men-təl
hermeneutic	hɜ:-mɪ-nju:-tɪk

Exercise – 1

Divide the following words into syllables.

- | | | |
|----------------|----------------|------------------|
| 1. selfish | 6. advancement | 11. mid point |
| 2. telephone | 7. appointment | 12. invisibility |
| 3. expand | 8. subtract | 13. beautiful |
| 4. repentant | 9. September | 14. persuasive |
| 5. rationality | 10. felicitate | 15. disbelief |

Exercise – 2

Divide the following words into syllables.

1. interlock
2. satisfaction
3. employment
4. industrial
5. overprint
6. extinguish
7. delete
8. creative
9. communication
10. demarcate
11. demonstrate
12. fashionable
13. impossible
14. instructive
15. oxygen

Unit – 7**WORD STRESS**

In words of more than one syllable not all syllables are equally prominent. One syllable is more prominent than the others. This syllable carries stress. For example, in the di-syllabic word *doctor* the first syllable is more prominent than the second syllable whereas in *about* the second syllable is more prominent than the first syllable. In the tri- syllabic word *calculate* the stress is on the first syllable. Prominence is brought about by greater energy and higher pitch. Some examples of various stress patterns are listed below. Stressed syllables are marked with a vertical bar (1) above and before the syllable that is stressed see below.

Disyllabic words with stress on the first syllable

father /'fa:ðə/	dinner /'dɪnə/	mother /'mʌðə/
enter /'entə/	able /'eɪbl/	fellow /'feləʊ/
laughter /'la:fθə/	female /'fi:meɪl/	function /'fʌŋʃn/
dition /dɪkʃn/	ghostly /'gəʊstlɪ/	teacher /'ti:tʃə/
empty /'emtɪ/	fancy /'fænsɪ/	hero /'hɪərəʊ/
lonely /'ləʊnlɪ/	master /'ma:stə/	pleasure /'pleʒə/
message /'mesɪdʒ/	someone /'sʌmwʌn/	writer /'raɪtə/
building /'bɪldɪŋ/	really /'riəlɪ/	urgent /'ɜ:dʒənt/
letter /'letə/	fury /'fju:rɪ/	lighter /'laɪtə/
robber /'rɒbə/	outlaw /'aʊtlɔ:/	magnet /'mægnət/
headset /'hedset/	garden /'ga:dn/	

Disllabic words with stress on the second syllable

about /ə'bəʊt/	beware /bɪ'weə/
endorse /ɪn'dɔ:s/	career /kə'rɪə/
endear /ɪn'dɪə/	beside /bɪ'saɪd/
mundane /mʌnd'ndeɪn/	enjoy /ɪn'dʒɔɪ/
enlarge /ɪn'lɑ:dʒ/	decide /dɪ'saɪd/
entrain /ɪn'treɪn/	effect /ɪ'fekt/
instruct /ɪn'strʌkt/	forget /fə'get/
forgive /fə'gɪv/	relax /rɪ'læks/
yourself /jɔ:'self/	escape /ɪ'skeɪp/

mistake /mɪ'steɪk/	machine /mə'ʃi:n/
accept /ək'sept/	remove /rɪ'mu:v/
support /sə'pɔ:t/	suggest/sə'dʒest/
across /ə'krɒs/	again /ə'gen/
asleep /ə'sli:p/	propose /prə'pəʊz/
advise/əd'veɪz/	dismiss /dɪs'mɪs/
july /dʒʊ'lai/	

Tri-syllable words with stress on the first syllable

calculate /'kælkjəleɪt/	monument /'mɔnjəmənt/
demarcate /'di:ma:kəɪt/	pulsative /'pʌlsətɪv/
demonstrate /'demənstrəɪt/	similar /'sɪmɪlə/
firmament /'fɜ:məmənt/	polyglot /'pɒlɪglɒt/
laminate /'læmɪneɪt/	predicate /'predɪkeɪt/
educate /'edʒʊkeɪt/	replicate /'replɪkeɪt/
silicon /'sɪlɪkən/	signify /'sɪgnɪfaɪ/
variant /'veəriənt/	testament /'testəmənt/
populate /'pəpjəleɪt/	waterfall /'wɔ:təfɔ:l/
isolate /'aɪsəleɪt/	instrument /'ɪnst्रəmənt/
cumulate /'kjュー:mjəleɪt/	consecrate /'kɔnsɪkreɪt/
barrister /'bærɪstə/	

Tri-syllabic words with stress on the second syllable

demonic /dɪ'mɔnɪk/	prevenetive /prɪ'ventɪv/
magnetic /mæg'nɛtɪk/	vepolish /'ri:pəlɪʃ/
recorder /rɪ'kɔ:də/	revisit /ri:'vɪzɪt/
recover /rɪ'kʌvə/	prophetic /prəʊ'feti:k/
instructor /ɪn'strʌktə/	fallacious /fə'leɪʃəs/
directly /d'rektli/	before hand /bɪ'fɔ:hænd/
litigious /lɪ'tɪdʒəs/	reductive /rɪ'dʌktɪv/
presenter /prɪ'zentə/	prepayment /pri:'peɪmənt/

refusal /rɪ'fju:zəl/ developed /dɪ'veləpt/

Tri-syllable words with stress on the third syllable

disappoint /dɪsə'pɔɪnt/	overpower/əʊvə'paʊə/
entertain /entə'teɪn/	overprint /əʊvə 'prɪnt/
prepossess /pri:pə'zes/	recommend /reko'mend/
inhumane /ɪnhju:'meɪn/	afternoon /a:ftə'nu:n/
decompose /di:kəm 'pəʊz/	refugee/refjʊ'dʒi:/
overtake /əʊvə'teɪk/	overtask /əʊvə 'ta:sk/
overtax /əʊvə'tæks/	overhand/ əʊvə 'hænd/
intercept /ɪntə'sept/	interlink/ɪntə'lɪŋk/
interleave /ɪntə'li:v/	

Polysyllabic words-Different stress patterns

examination /ɪgzæmɪ'neɪʃen/
fascinating /'fæsɪneɪtɪŋ/
fragility /frə'dʒɪlətɪ/
establishment /ɪ'stæblɪʃmənt/
community /kə'mju:nətɪ/
controversy /'kɒntrəvɜ:sɪ/
redeemable /rɪ'di:məbl/
predominantly /prɪ'domɪnəntɪ/
believable /bɪ'li:vəbl/
wonderful /'wʌndəfəl/
obligatory/ə'blɪgətərɪ/
invitation /ɪnvɪ'teɪʃən/
possibility /pəsə'bɪlətɪ/
psychology /saɪ'kɒlədʒɪ/
psychological /səɪkəl'ɒdʒɪkəl/
politician /pə'lɪ'tɪʃən/
photographic /fəʊtə'græfɪk/

telegraphy /tɪ'legrəfɪ/

Exercise – 1

Mark the primary stress in the following words.

- | | | |
|-----------------|------------------|-----------------|
| 1. peculiar | 6. satisfactory | 11. compulsory |
| 2. eradicate | 7. fundamental | 12. comparative |
| 3. introduction | 8. experimental | 13. essential |
| 4. betray | 9. arrangement | 14. respectful |
| 5. education | 10. confidential | 15. adverb |

Exercise – 2

Mark the primary stress in the following words.

1. unbearable
2. generate
3. deactivate
4. fascinating
5. glamorous
6. majority
7. opportunity
8. administration
9. impolite
10. heartless
11. fingerprint
12. significant
13. stipend
14. testify
15. uniformity

UNIT 8**STRESS IN COMPOUND WORDS**

There are many compound words in English like *bookshop*, *bedroom*, *postman*, *blackbird*, *lighthouse etc.* They are formed by putting together two or more words. The two words, when they are separate, they are both stressed. But when they are joined together to form compound words, only one word is stressed. Some examples are given below:-

book + shop → bookshop /'bʊkʃɒp /

bed + room → bedroom /'bedru:m/

break + fast → break fast /'brekfəst/

post + man → postman /'pəʊstmæn/

air + port → airport /'eəpɔ:t/

air + craft → aircraft /'eəkra:ft/

anything /'enɪθɪŋ/

churchyard /'tʃɜ:tʃja:d/

earthquake /'ɜ:kweɪk/

hairstyle /'heəstaɪl/

hairbrush /'heəbrʌʃ/

school bus /sku:lbʌs/

grandfather /'grændfɑ:ðə/

grandmother /'grændmʌðə/

grandmaster /'grændma:stə/

lighthouse /'laɪthaʊs/

In the above compound words, the stress is on the first part. But it is not the case with all the compound words. There are compound words in which the stress is on the second part. Some examples are given below.

bad -tempered /bæd'tempəd/

good - natured /gʊd'nɛ:tʃəd/

old - fashioned /əʊl'fæʃənd/

short- sighted /ʃɔ:t'saɪtɪd/

soft - spoken /sɒft'spəʊkən/

man- made /mæn'meɪd/

half- baked /ha:f'bɛkt/

The first part of all the above compound words were adjectival. If the first part of a compound word is adjectival, the word is normally stressed on the second part. A few compound words with -ever, -self and -selves have the primary accent on the second syllable.

however /haʊ'evə/

whatever /wʌt'evə/

whoever /hu:'evə/

whenever /wen'evə/

herself /hə'self/

himself /hɪm'self/

themselves /ðəm'selvz/

itself /ɪt'self/

oneself /wʌn'self/

Exercise – 1

Mark the primary stress in the following compound words.

- | | | |
|----------------|---------------|--------------------|
| 1. postman | 6. team work | 11. hand kerchief |
| 2. lifeboat | 7. hair style | 12. Prime minister |
| 3. school bag | 8. foot print | 13. gold smith |
| 4. pick pocket | 9. suit case | 14. book shelf |
| 5. air raid | 10. sea shore | 15. super market |

Exercise – 2

Mark the primary stress in the following compound words.

- | | | |
|--------------------|--------------------|----------------|
| 1. afternoon | 5. Vice Chancellor | 9. north-east |
| 2. middle aged | 6. home made | 10. long-lived |
| 3. post- graduate | 7. tooth brush | |
| 4. under- graduate | 8. country house | |

Unit – 9**STRESS IN WORDS USED AS DIFFERENT PARTS OF SPEECH**

There are a number of disyllabic words in English in which word stress depends upon whether the words are used as nouns, adjectives or verbs. If these words are used as nouns or adjectives, the stress is on the first syllable and if these are used as verbs, the stress is on the second syllable. A few of these are listed below:

Word	Noun/Adjective	Verb
absent	/'æbsənt/(adj.)	/æb'sent/
combine	/'kɒmbaɪn/(n.)	/kəm'bærn/
export	/'ekspo:t/(n.)	/ɪk'spo:t/
record	/'rekɔ:d/(n.)	/rɪ'kɔ:d/
recount	/'ri:kɔ:nt/(n.)	/rɪ'kaʊnt/
concert	/'kɔnsət/(n.)	/kən'sə:t/
conduct	/'kɒndʌkt/(n.)	/kən'dʌkt/
contact	/'kɒntækt/(n.)	/kən'tækt/
import	/'ɪmpɔ:t/(n.)	/ɪm'pɔ:t/
survey	/'sɜ:veɪ/(n.)	/sə'veɪ/
rebel	/'rebl/(n.)	/rɪ'beɪ/
project	/'prədʒekt/(n.)	/prəʊ'dʒekt/
present	/'preznt/(n.)	/prɪ'zent/
refuse	/'refju:s/ (n.)	/rɪ'fju:z/
perfect	/'pɜ:fɪkt/ (n.)	/pə'fekt/
subject	/'sʌbdʒɪkt/ (n.)	/səb'dʒekt/
produce	/'prədju:s/ (n.)	/prə'dju:s/
object	/'ɒbjəkt/ (n.)	/əb'dʒekt/
increase	/'ɪnkri:s/ (n.)	/ɪn'kri:s/

There will be a change in vowel also in some cases when the stress shifts as seen above.

Exercise – 1**Mark the stress in the following words.**

1. contract (noun) - contract (verb)
2. contrast (noun) - contrast (verb)

3. desert (noun) - desert (verb)
4. perfect (noun) - perfect (verb)
5. permit (noun) - permit (verb)
6. certificate (noun) - certificate (verb)
7. compact (noun) - compact (adjective)
8. compound - compound (verb)
9. convert (noun) - convert (verb)
10. defile (noun) - defile (verb)

Exercise – 2

Mark the stress in the following words.

1. decrease (noun) - decrease (verb)
2. exploit (noun) - exploit (verb)
3. filtrate (noun) - filtrate (verb)
4. incarnate (adjective) - incarnate (verb)
5. incline (noun) - incline (verb)
6. inlay (noun) - inlay (verb)
7. inset (noun) - inset (verb)
8. insult (noun) - insult (verb)
9. refit (noun) - refit(verb)
10. retail (noun) - retail (verb)

UNIT – 10**STRONG AND WEAK FORMS**

There are a number of words in English which have two or more qualitative and quantitative patterns depending upon whether they are accented or not. When these words are stressed or when they are pronounced in isolation, the strong forms of these words are used; when they are unstressed, the weak forms of these words are used. The chief words which have both strong forms and weak forms are : *a, an, the, as, at, and, for, from, to, of, am, is, are, was, were, do, does, has, have, had, can, could, shall, should, will, would, than, that, can, could, shall, should, will, would, than, that*.

a

Strong form :/eɪ/

weak form : /ə/

When we say *a* as a separate word, we say it as /eɪ/ But when *a* is used in a phrase or a sentence in an unstressed position, we say it as /ə/. The weak form /ə/ only occurs before consonant sounds.

an

Strong form : /æn/

Weak form : /ən/

Eg. Get me an umbrella.

/get mɪ ən ʌmbrelə/

the

Strong form : /ði:/

Weak forms : /ðɪ/, /ðə/

The strong form /ði:/ is used for emphasis. The weak forms /ðə/ is used before consonant sounds and /ðɪ/ is used before vowel sounds.

Eg:- The cat / ðə kæt/

The apple / ðɪ æpl/

as

Strong form : /æz/

Weak form : /əz/

Eg. as good as milk

/əz ɡʊd əz mɪlk/

at

Strong form : /æt/

Weak form : /ət/

The strong form /æt/ is used mainly in sentence final position. It may be used in sentence initial position.

Eg. What are you looking at ?

/wɒt ə jə lʊkɪŋ æt/

at eight

/æt eɪt/

and

Strong form : /ænd/

Weak forms : /ənd/, /ən/, /n/

The strong form /ænd/ is used for emphasis. The weak forms /ən/ is used before consonant sounds and /ənd/ is used before vowel sounds.

Eg. Come and see.

/kʌm ən si:/

bread and butter

/bred ən bʌtə/

my uncles and aunts

/maɪ ʌŋklz ənd ə:nts/

for

Strong form : /fɔ:/

Weak form : /fə/

The strong form /fɔ:/ is used in the sentence -final position. The weak forms /fə/ is used before consonant sounds and /fər/ is used before vowel sounds.

Eg: He did it for fun.

/hi: dɪd ɪt fə fʌn/

Wait for a minute !

/weɪt fər ə mɪnɪt/

from

Strong form : /frəm/

Weak form : /frəm /

The strong form /frəm/ is used in sentence- final position.

Eg: Where is it from?

/weər ɪz ɪt frəm/

He comes from the market.

/hi: kʌmz frəm ðə ma:kɪt/

to

Strong form :/tu:/

Weak form : /tə/, tə/

The strong form /tu:/ is sometimes used in the sentence -final position. The weak form /tə/ is used before vowel sounds and /tə/ is used before consonant sounds.

Eg: He wants to eat apple.

/hi : wənts tə i:t æpl/

He goes to college.

/hi: gəuz tə kɔ:lɪdʒ/

of

Strong form : /ɒv/

Weak form : /əv/

The strong form /ɒv/ is usually found only in final position. Elsewhere the weak form /əv/ is used.

Eg. It is made of plastic.

/ɪt ɪz meɪd əv plæstɪk/

am

Strong form : /æm/

Weak forms : əm/, /m/

The strong form /æm/ is used for emphasis.

Eg:- How am I going to pay?

/haʊ əm aɪ gəʊɪŋ tə peɪ/

I am a doctor.

/aɪ əm ə dɒktə/

is

Strong form /ɪz/

Weak form : /z/, /s/

Eg. This is a cat.

/ ðɪs ɪz ə kæt/

are

Strong form : /ɑ:/

Weak form : /ə/

The strong form /ɑ:/ is used for emphasis and in final position

Eg. Here you are.

/hiə ju a:/

These are mine.

/ði:z ə maɪn/

was

Strong form : /wɒz/

Weak form : /wəz/

The strong form /wɒz/ is used for emphasis and when it appears as a main verb. The weak form /wəz/ is used otherwise.

Eg: He was a teacher.

/hi: wɒs ə ti:tʃə/

were

Strong form : /wɜ:/

Weak form : /wə/

Eg: We were children then.

/wi: wɜ: tʃɪldrən ðen/

They were laughing.

/ðeɪ wə la:fɪŋ/

do

Strong form : /du:/

Weak form : /dʊ/, /də/

The strong form /du:/ is normally used in sentence-final position. /du:/ is also used when it is used as full verb rather than as an auxiliary. The weak forms /dʊ/ is used before vowel sounds and /də/ is used before consonant sounds.

Eg: How do they do it?

/haʊ dʊ ðeɪdu: ɪt /

How do I do it?

/haʊ dʊ aɪdu: ɪt /

does

Strong form : /dʌz/

Weak form : /dəz/

The strong form /dʌz/ is used when it is used as a full verb. When *does* occurs in other positions as an auxiliary, the weak form is normally used.

Eg: Why does it stop?

/wai dəz/ It stop/

He does not go there.

/hi: dəz nət gəʊ ðeə/

has

Strong form : /hæz/

Weak forms : /həz/,/əz/,/z/

The strong form is used when *has* is used as a full verb rather than as an auxiliary.

Eg: He has a dog.

/hi: hæz ə dɒg/

He has been working.

/hi: əz bi:n wɜ:kɪŋ/

have

Strong form : /hæv/

Weak forms: /həv/,/əv/,/v/

The strong form is used when *have* is used as a full verb and the weak form is used when *have* is used as an auxiliary.

Eg: I have a doll.

/aɪ hæv ə dɒl/

I have been learning.

/ aɪ əv bi:n lɜ:nɪŋ/

had

Strong form : / hæd/

weak forms : həd/,əd/,d/

When *had* is used as a full verb the strong form is used. The weak form is used when *had* is used as an auxiliary.

Eg: We had a fine house.

/wi: hæd ə feɪn haʊs/

He had gone to play.

/hi: əd gəʊn tə pleɪ/

can

Strong form : /kæn/

Weak form : /kən/

The strong form /kæn /is used for emphasis.

Eg: Can you dance?

/kæn ju: də:nəs/

I can sing.

/aɪ kən sɪŋ/

could

Strong form : /kʊd/

Weak form : /kəd/

Eg: could you help me?

/kʊd ju: hɛlp mi:/

I could do it.

/aɪ kəd du: ɪt/

shall

Strong form : /ʃæl/

Weak form : /ʃəl/

The strong form is used for strong insistence or prediction.

Eg: shall I help you?

/ʃæl aɪ hɛlp ju:/

I shall give it.

/aɪ ʃəl ɡɪv ɪt/

should

Strong form : /ʃʊd/

Weak form : /ʃəd/

The strong form is used for emphatic pronunciation.

Eg: Should you go now?

/ʃʊd ju: ɡəʊ nəʊ/

When should it arrive?

/wen ʃəd ɪt əraɪv/

will

Strong form : /wɪl/

Weak form : /l/

Eg: I will do it.

/aɪ wɪl du : ɪt/

would

Strong form : /wʊd/

Weak forms : /wəd/,/əd/,/d/

The strong form is used emphatically. It is also used in sentence final position. The weak forms are used elsewhere.

Eg: I certainly would.

/aɪ sɜ:tənlɪ wʊd/

It would be a great thing.

/ɪt wəd bɪ ə greɪt θɪŋ/

than

Strong form : /ðæn/

Weak form : /ðən/

The strong form /ðæn/ is rarely used.

Eg: you are greater than me.

/ju: a: greɪtə ðən mi:/

that

Strong form : /ðæt/

Weak form : /ðət/

Eg: That is right.

/ ðæt ɪz rʌɪt/

He said that he would go.

/hi: sed ðət hi: wəd gəʊ/

Pronouns such as *me, you, he, him, his, her, them, and their* also have strong and weak forms They are listed below:

me

Strong form : /mi:/

Weak form : /mɪ/

Eg: He gave me a gift.

/hi: geɪv mi: ə gɪft/

you

Strong form: /ju:/

Weak form : /jʊ/,/jə/

The weak forms /jʊ/ is used before vowel sounds and /jə/ is used before consonant sounds.

Eg: You ought.

Thank you

/jʊ ə:t/

/θæŋk jʊ/

If you can.

/ɪf jə kæn/

he

Strong form : /hi:/

Weak forms : /hɪ/,/ɪ/

Eg: He was a lawyer.

/hi: wɒz ə lɔɪə/

him

Strong form : /hɪm/

Weak form : /ɪm/

Eg: She gave him a pen.

/ʃi: geɪv hɪm ə pen/

his

Strong form : /hɪz/

Weak forms : /ɪz/,/ɪ/

Eg: it is his bag.

/ɪt ɪz hɪz bæg/

her

Strong form : /hɜ:/

Weak form : /hə/,/ə/

Eg: It is her toy.

/ɪt ɪz hə tɔɪ/

them

Strong form : /ðem/

Weak form : /ðəm/

their

Strong form : /ðeə/

Weak form : /ðə/

Eg: I like their performance.

/aɪ laɪk ðər pəfɔːməns/

Read the following sentences. Make sure you use the weak forms of articles, prepositions and conjunctions.

1. 'Shut the 'door.
2. 'Have 'rice and 'curry.
3. 'Take the 'last 'bus.
4. 'Eat an 'apple.
5. 'Better 'late than 'never.
6. 'Come and 'see me in the 'evening.
7. 'See you at 'lunch.
8. 'What a 'lovely dress!
9. 'I can 'wait.
10. 'That's very 'nice of you.
11. 'Thank you for 'coming
12. 'Here's a 'letter from the 'office.

Unit– 11**CONTRACTED FORMS**

In English, there are many words used in their contracted forms. These are mostly auxiliary verbs with the contracted form of *not*. Some of them are given below with their phonemic transcription.

Full Form	Contracted Form	Pronunciation
is not	isn't	/ɪznt/
are not	aren't	/a:nt/
was not	wasn't	/wəznt/
were not	weren't	/wɜ:nt/
has not	hasn't	/h æznt/
have not	haven't	/hævnt/
had not	hadn't	/hædnt/
do not	don't	/dəʊnt/
does not	doesn't	/dʌznt/
did not	didn't	/dɪdnt/
will not	won't	/wəʊnt/
would not	wouldn't	/wʊdnt/
shall not	shall n't	/ʃa:nt/
should not	shouldn't	/ʃʊdnt/
can not	can't	/ka:nt/ could not
couldn't		/kʊdnt/
may not	mayn't	/meɪnt/
might not	mightn't	/maɪtn̩t/
must not	mustn't	/mʌsn̩t/
ought not	oughtn't	/o:tnt/
dare not	daren't	/deənt/
need not	needn't	/ni:dnt/
I am	I'm	/aɪm/
I will	I'll	/aɪl/
we are	we're	/wɪə/
we will	we'll	/wi:l/
you are	you're	/jɔ:/, /juə/

you will	you'll	/ju:l/
you would	you'd	/ju:d/
you have	you've	/ju:v/
he is	he's	/hi:z/
he has	he's	/hi:z/
he will	he'll	/hi:l/
she is	she's	/ʃi:z/
she has	she's	/ʃi:z/
she will	she'll	/ʃi:l/
it is	it's	/ɪts/
it will	it'll	/ɪtl/
they are	they're	/ðeə/
they will	they'll	/ðeɪl/
they have	they've	/ðeɪv/

Exercise – 1**Read the following sentences.**

1. I've never met him.
2. They'll never help us.
3. You're too late.
4. She's in the kitchen.
5. I couldn't go to palakkad.
6. I'm amazed.
7. We've seen that film.
8. You're not allowed to leave the office now.
9. It's never too late!
10. I'll let you know.

Exercise – 2**Read the following sentences.**

1. Don't talk.
2. That's very strange.
3. You needn't go there.
4. I didn't met him.

5. They haven't written yet.
6. I'm not happy.
7. He's leaving soon.
8. They're away on holiday.
9. She's been ill for some time.
10. There's nothing I can do.

Unit – 12

SENTENCE STRESS

A sentence is a group of words that expresses an idea or thought which makes complete sense. Not all the words in a sentence are uttered in the same way; some words are stressed and some are not stressed. Where word stress is the accent on one syllable in a word, sentence stress is accent on certain words within a sentence. There are two types of words: content words and structure words. Content words are the key words of a sentence. They are the important words that carry the meaning or sense and they are stressed. Structure words are small, simple, not very important words that make the sentence grammatically correct and they are unstressed. Content words include main verbs, nouns, adjectives and adverbs. Structure words include pronouns, prepositions, articles and auxiliary verbs. Some sentences are given below with the stress marked. As mentioned earlier, stress is marked with a vertical bar (1) above and before the syllable that is stressed. As mentioned earlier, stress is marked with a vertical bar (1) above and before the syllable that is stressed.

7. 'Keep 'quiet!
8. 'Don't 'talk 'loudly!
9. 'Is she 'sad or 'mad?
10. 'What's the 'name of the 'girl on your 'left?
11. 'Who's 'turned 'off the 'fan?
12. 'Go and 'get me a 'glass of 'water 'quickly!

The words stressed in the sentences given above are nouns (name, glass, water, fan), verbs (keep, talk, get), adjectives (quiet, sad), adverbs (loudly, quickly), and two- part verbs (turn off). They are the content words in the sentences and so they are stressed.

The words that are not stressed are pronouns (your, me, she), prepositions (on, of), conjunctions (or, and), articles (the, a), be-verbs(is),and auxiliary verbs (has). They are purely ‘grammatical’ words and so they are not stressed.

Read the following sentences.

1. 'Do it 'quickly.
2. 'What have I 'done?
3. My 'uncle has 'bought a 'new 'car.
4. That is not the 'man you are 'looking 'for.
5. She would 'like to 'come and 'see you at 'home.
6. They are 'going on a 'long 'journey.
7. They 'offered him a 'very 'good 'job.
8. Would you 'like to 'come 'back tomorrow?
9. 'Shut the 'door.

10. 'What a 'lovely 'dress!
11. 'Thank you for 'coming.
12. 'Eat an 'apple.

Exercise – 1

Mark the words to be stressed in the following sentences.

1. I want to become an engineer.
2. Phonetics is a fascinating subject.
3. Chewing tobacco is injurious to health.
4. Necessity is the mother of invention.
5. What a fine piece of cloth!
6. We had a wonderful time.
7. The tourist had a fearful experience .
8. The comet appears once a year.
9. Here is a letter from the office.
10. She told me that she was busy.

Exercise – 2

Mark the words to be stressed in the following sentences.

1. See you at lunch.
2. Please wait for me.
3. I have nothing to tell you.
4. She had left early.
5. Where does he live?
6. I'll be there in a moment.
7. Call me any time you like.
8. Have another cup of tea.
9. Please turn off the TV.
10. I will let you know.

Unit- 13**INTONATION**

When we hear someone speak, we realize that he/she doesn't always speak on the same note. We hear constant variations in the level at which his voice is pitched. That is to say, sometimes the pitch rises and sometimes it falls. When the pitch of the voice falls we call it the falling tone. When the pitch of the voice rises we call it the rising tone. The falling tone is marked with a downward arrow (↘) before the syllable on which the pitch of the voice falls, and the rising tone is marked with an upward arrow (↗) before the syllable on which the pitch of the voice rises.

Functions of Intonation**The falling Tone**

The falling tone is used:

- 1) In ordinary statements made without emotional implication.

e.g : It's 'two o ↘ clock.

I 'have a 'lot of ↘ friends.

It's ↘ raining.

2. In wh – questions

e.g. 'who's ↘ crying

'When are we ↘ leaving?

'What's the ↘ hurry?

3. In commands.

e.g. 'Do as I ↘ say.

'Open your ↘ books.

'Get me some ↘ water.

4. In exclamations.

e.g. 'What a pleasant ↘ surprise!

'How ↘ beautiful!

How ↘ wonderful!

The Rising Tone

The rising tone is used:

- 1) In yes/no questions

e.g. Are you ↗ happy?

'Have you 'read the ↗ book?

'Can you ↗ sing?

- 2) In polite requests.
- e.g. 'Will you 'help ↗ me?
'Please sit ↗ down.
'Would you 'open the ↗ window?
- 3) In questions showing concern, apologies, etc.
- e.g. 'How's your ↗ mother?
'Why are you ↗ crying?
'What is your ↗ problem?

Read the following sentences

1. Who's ↗ shouting?
2. The 'girls have ↗ left.
3. The 'box was ↗ empty.
4. 'Report im ↗ mediately.
5. 'When are they ↗ coming?
6. 'When did they ↗ leave.
7. 'What a ↗ tragedy!
8. He had ↗ gone.
9. I have ↗ done it.
10. 'Which of these is your ↗ book?

Read the following sentences

1. 'Are they ↗ coming?
2. 'Is he ↗ studying?
3. 'Please let me ↗ know.
4. 'Don't be ↗ angry with me.
5. 'Everything's going to be ↗ fine.
6. 'Shall we ↗ start now?
7. 'Is father at ↗ home.
8. 'Can you ↗ do it?
9. 'Is today ↗ Thursday?
10. 'Have you seen the ↗ film?

ANSWERS

UNIT – 2

Exercise – 1

- | | | |
|---------|---------|--------------|
| 1. /i:/ | 6. /i:/ | 11. /ə/, /ʌ/ |
| 2. /e/ | 7. /ɑ:/ | 12. /ʊ/ |
| 3. /æ/ | 8. /u:/ | 13. /ɔ:/ |
| 4. /ɑ:/ | 9. /æ/ | 14. /ɜ:/ |
| 5. /ɪ:/ | 10. /ɪ/ | 15. /i:/ |

Exercise – 2

- | | | |
|---------|----------|----------|
| 1. /ʌ/ | 7. /ɪ/ | 13. /e/ |
| 2. /e/ | 8. /ɪ/ | 14. /æ/ |
| 3. /u:/ | 9. /ɜ:/ | 15. /i:/ |
| 4. /ɜ:/ | 10. /ɜ:/ | |
| 5. /ɒ/ | 11. /i:/ | |
| 6. /ɪ/ | 12. /ʌ/ | |

UNIT – 3

Exercise – 1

- | | | |
|---------|----------|----------|
| 1. /aɪ/ | 6. /eɪ/ | 11. /əʊ/ |
| 2. /aɪ/ | 7. /əʊ/ | 12. /eə/ |
| 3. /ɔɪ/ | 8. /aʊ/ | 13. /eɪ/ |
| 4. /aɪ/ | 9. /eə/ | 14. /aɪ/ |
| 5. /əʊ/ | 10. /eɪ/ | 15. /eə/ |

Exercise – 2

- | | | |
|---------|----------|----------|
| 1. /aɪ/ | 6. /ɪə/ | 12. /eɪ/ |
| 2. /aʊ/ | 7. /ɪə/ | 13. /aʊ/ |
| 3. /aʊ/ | 8. /əʊ/ | 14. /aɪ/ |
| 4. /aʊ/ | 9. /əʊ/ | 15. /ɔɪ/ |
| 5. /aʊ/ | 10. /əʊ/ | |
| | 11. /ɪə/ | |

UNIT – 4**Exercise – 1**

- | | |
|----------|----------|
| 1. /aɪə/ | 4. /əʊə/ |
| 2. /aʊə/ | 5. /aʊə/ |
| 3. /aɪə/ | |

UNIT - 5**Exercise – 1**

- | | | |
|---------|---------|---------|
| 1. /p/ | 6. /r/ | 11. /t/ |
| 2. /tʃ/ | 7. /l/ | 12. /g/ |
| 3. /dʒ/ | 8. /n/ | 13. /θ/ |
| 4. /k/ | 9. /h/ | 14. /m/ |
| 5. /s/ | 10. /b/ | 15. /w/ |

Exercise – 2

- | | | |
|---------|---------|----------|
| 1. /k/ | 6. /ŋ/ | 12. /l/ |
| 2. /d/ | 7. /θ/ | 13. /m/ |
| 3. /n/ | 8. /dʒ/ | 14. /tʃ/ |
| 4. /ʃ/ | 9. /b/ | 15. /r/ |
| 5. /dʒ/ | 10. /l/ | |
| | 11. /d/ | |

UNIT - 6**Exercise – 1**

- | | |
|-------------------|-----------------------|
| 1. sel-fɪʃ | 9. sep-tem-bə |
| 2. tel-ɪ-fən | 10. fɪ-lɪs-ɪ-teɪt |
| 3. ɪk-spænd | 11. mɪd-pɔɪnt |
| 4. rɪ-pen-tənt | 12. ɪn-vɪz-ə-bɪl-ə-tɪ |
| 5. ræʃ-ən-əl-ə-tɪ | 13. bju:-tɪ-fəɪ |
| 6. əd-va:ns-mənt | 14. pə-sweɪ-sɪv |
| 7. ə-pɔɪnt-mənt | 15. mɪs-bɪ-li:f |
| 8. səb-trækt | |

Exercise – 2

- | | |
|-------------------|-----------------------|
| 1. ɪn-tə-lək | 9. kə-mju:-nɪ-keɪ-ʃən |
| 2. sæt-ɪs-fæk-ʃən | 10. di:-ma:-keɪt |
| 3. ɪm-plɔɪ-mənt | 11. dem-ən-streɪt |
| 4. ɪn-dʌs-tri-əl | 12. fæʃ-ən-ə-bəl |
| 5. əʊ-və-prɪnt | 13. ɪm-pəs-ə-bəl |
| 6. ɪk-stɪŋ-gwɪʃ | 14. ɪn-strʌk-tɪv |
| 7. dɪ-lɪ:t | 15. vək-sɪ-dʒən |
| 8. kri-eɪ-tɪv | |

UNIT – 7**Exercise – 1**

- | | |
|---------------------|--------------------|
| 1. /pɪ'kju:lɪə/ | 9. /ə'reɪndʒmənt/ |
| 2. /ɪ'rædɪkeɪt/ | 10. /kɒnfɪ'denʃəl/ |
| 3. /ɪntrə'dʌkʃən/ | 11. /kəm'pʌlsəri/ |
| 4. /bɪ'treɪ/ | 12. /kəm'pærətɪv/ |
| 5. /edʒʊ'keɪʃən/ | 13. /ɪ'senʃəl/ |
| 6. /sætɪs'fæktərɪ/ | 14. /rɪ'spektfəl/ |
| 7. /fʌndə'mentəl/ | 15. /'ædvɜ:b/ |
| 8. /ɪksperɪ'mentəl/ | |

Exercise – 2

- | | |
|--------------------|----------------------|
| 1. /ʌn'bærəbl/ | 8. /ədmɪnɪ'streɪʃən/ |
| 2. /dʒen'ereɪt/ | 9. /ɪmpəl'aɪt/ |
| 3. /dɪ'æktɪv/ | 10. /'ha:tləs/ |
| 4. /'fæsɪneɪtɪŋ/ | 11. /'fɪngəprɪnt/ |
| 5. /'glæmərəs/ | 12. /sɪg'nɪfɪkənt/ |
| 6. /mə'dʒɪrətɪ/ | 13. /staɪpend/ |
| 7. /nɒpə'tju:nətɪ/ | 14. /'testɪfaɪ/ |
| | 15. /ju:nɪ'fɔ:mətɪ/ |

UNIT – 8**Exercise – 1**

- | | |
|-------------------|---------------------|
| 1. 'postman | 14. 'Prime minister |
| 2. 'lifeboat | 15. 'supermarket |
| 3. 'schoolbag | |
| 4. 'pick pocket | |
| 5. 'goldsmith | |
| 6. 'air raid | |
| 7. 'team work | |
| 8. 'hairstyle | |
| 9. 'footprint | |
| 10. 'bookshelf | |
| 11. 'suitcase | |
| 12. 'sea shore | |
| 13. 'handkerchief | |

Exercise – 2

1. after 'noon
2. middle 'aged
3. post 'graduate
4. under 'graduate
5. vice 'chancellor
6. home 'made
7. tooth 'brush
8. country 'house
9. north 'east
10. long 'lived

UNIT – 9

Exercise – 1

- | | |
|------------------------|---------------------|
| 1. 'contract (noun) | con'tract (verb) |
| 2. 'contrast (noun) | con'trast (verb) |
| 3. de'sert (noun) | de'sert (verb) |
| 4. 'perfect (noun) | per'fect (verb) |
| 5. 'permit (noun) | per'mit (verb) |
| 6. cer'tificate (noun) | cer'tificate (verb) |
| 7. 'compact (noun) | com'pact (verb) |
| 8. 'compound (noun) | com'pound (verb) |
| 9. 'convert (noun) | con'vert (verb) |
| 10. de'file (noun) | de'file (verb) |

Exercise – 2

- | | |
|---------------------------|------------------|
| 1. 'decrease (noun) | de'crease (verb) |
| 2. 'exploit (noun) | ex'ploit (verb) |
| 3. 'filtrate (noun) | fil'trate (verb) |
| 4. 'incarnate (adjective) | 'incarnate(verb) |
| 5. 'incline (noun) | in'cline (verb) |
| 6. 'inlay (noun) | in'lay (verb) |
| 7. 'inset (noun) | in;set (verb) |
| 8. 'insult (noun) | in'sult (verb) |
| 9. 'refit (noun) | re'fit (verb) |
| 10. 'retail (noun) | re'tail (verb) |

UNIT – 12

Exercise – 1

1. I 'want to 'become an 'engineer.
2. 'Phonetics is a 'fascinating 'subject.
3. 'Chewing 'tobacco is 'injurious to 'health.
4. 'Necessity is the 'mother of 'invention.
5. 'What a 'fine 'piece of 'cloth!
6. We had a 'wonderful 'time.
7. The 'tourist had a 'fearful 'experience.
8. The'comet 'appears 'once a 'year.
9. Here is a 'letter from the 'office.
10. She 'told me that she was 'busy.

Exercise – 2

1. 'See you at 'lunch.
2. 'Please 'wait for me.
3. I have 'nothing to 'tell you.
4. She had 'left 'early.
5. 'Where does he 'live?
6. I'll be 'there in a 'moment.
7. 'Call me any 'time you 'like.
8. Have 'another 'cup of 'tea.
9. 'Please 'turn off the 'TV.
10. I will 'let you 'know.

Module I**B. LISTENING SKILLS****UNIT- 1****Introduction**

Communication involves the skills of listening and speaking. To become a good communicator, you need to develop both these skills. Your competence in listening contributes to the development of your speaking skills. Effective listening is arguably one of the most important skills to have today. Personal relations need good listening to face complicated issues together. Business people and employees need effective listening skills to solve complex problems quickly and stay competitive. Students and teachers need it to understand complex issues in their fields.

Difference between listening and hearing

When you are awake you hear various sounds and noises. For example, you hear birds chirping, dogs barking, the noise of vehicles pass by, etc. But it does not mean that you listen to all of them. You listen to only those sounds and noises that you are interested in. In a family get together, you hear so many persons talking, but you don't listen to all of them. So hearing is an involuntary act that happens automatically. But listening is a voluntary activity and hence it is deliberate.

Active listening

All of you have come across people who are poor listeners and also some who are good listeners. If the person you are talking to is not listening to you properly or actively, you feel disappointed and naturally you do not want to continue your conversation. So it is important that you listen attentively to the person who is talking to you. Active listening is very essential as far as good conversation is concerned. As students, you need to develop this skill for your academic improvement.

To be an active listener, you have to do several things.

1. Make eye contact

The first thing that you have to do is to look into the eyes of the person who is talking to you. That means you have to make an eye contact with the speaker. We communicate more through our eyes than through spoken words. That is why we find it difficult to communicate with a person who is wearing dark glasses because we miss the communication through the eyes.

2. Use gestures and facial expressions

Listening is not a passive activity. We communicate through gestures and facial expressions. Such non-verbal communication can be helpful to the speakers. A stony, expressionless face can be very discouraging to the speaker. So to be an active listener, you have to learn to communicate through gestures and facial expressions. If you are happy, smile. If you do not agree with what the other person says, signal your disappointment.

3. Show enthusiasm

The next thing you have to do is to show your enthusiasm for what the speaker is saying. Your posture communicates your enthusiasm. If you sit back relaxed, that means you are not interested in what the speaker is saying. But if you are an active listener, you should sit learning forward and not backward.

4. Use verbal signals

Finally, you have to learn to respond to the speaker's words by using certain verbal signals such as ... mm ..., ok, all right, perhaps, certainly, no, not at all, yes, very well, etc. Such responses from you help the speaker to understand whether you are listening to him/her.

Barriers to listening

Listening is not a passive activity during which the listener receives the thoughts and feelings of the speakers. While listening, several thoughts run through our mind. We think much faster than we listen. So it is quite likely that our listening is interrupted by several other thoughts. Nobody is born a poor listener. These are many factors that lead to poor listening.

The barriers to listening are:-

1. Lack of interest

The first reason for poor listening could be that the listener is not interested in the subject or the topic being discussed. In such cases, the listener does not pay attention to what the speaker is saying and so the listener does not understand anything. If you are not interested in history, you may not listen attentively to lectures on history.

2. Partial listening

Some listeners are partial listeners. They do not listen fully to the speaker's words. So, it results in inadequate understanding of the subject.

3. Fast pace of delivery

Some speakers speak very fast. In such cases, the listeners find it very difficult to follow what the speaker is saying and so it results in poor listening. So, the third factor is fast pace of delivery by the speaker. After listening to the speaker for a while, if you realize that you are not able to cope with the pace, you give up and stop listening. This can happen in classroom lectures. So it is very important that we speak at a pace at which the listener is comfortable.

4. Failure to ask for clarifications

Your failure to ask for clarifications can cause inadequate comprehension. Some people remain quiet or pretend that they have understood everything even though they have not understood anything. They hesitate to make clarifications due to various reasons. Some are shy, so they do not have the chance to ask for a repetition because the speaker speaks continuously. Some do not ask questions or voice their doubts because they are unsure of their language competence. In all these cases, the listener stands to lose. So do not make the mistake of not seeking clarifications.

5. External noise

Sometimes, the physical environment around you can make listening difficult. If there is too much external noise, it can affect listening. If you are in the middle of a crowd or if there is loud music, you often find it very difficult to listen to what the speaker is saying.

6. Engaging in other activities

You can be a poor listener if you are engaged in other activities. You would have seen people doing other things while talking on the phone. Some continue reading the mail on the computer, while some others continue watching television while talking to someone on the phone. In both the cases, their attention is divided between the two activities they are involved in. This hampers their listening.

Listening to lectures

When you listen to lectures in classrooms, you encounter various barriers. So you may find it difficult to pay attention to these lectures. These barriers are:-

1. Physical discomfort

Sometimes your classroom is too warm or too cold and you constantly worry about the discomfort. Such a state of physical discomfort will affect your listening. In such situations, what you have to do is to find a reason for listening to the speaker and then take your attention away from the factors that distract you.

2. Listener's attitude

Your attitude, positive or negative can heavily influence your listening. It is probable that you will listen to the lecturer more attentively if you like the person or agree with his/her views. On the other hand if you do not like the teacher, you may switch off. In such a situation, you need to understand the fact that your primary task is to understand his or her ideas and arguments and not focus on the individual.

3. Tendency to read speaker's mind

A third barrier is the tendency on the part of the listener to read the speaker's mind. If you probe further into the speaker's intentions, it will hamper your listening. So, to listen properly, you must learn to stay focused on the message.

4. Listener's biases and prejudices

Sometimes your biases and prejudices influence your listening. Our biases may be with respect to a person's race, colour, sex, religion, etc. When you listen to a person against whom you have some prejudice, you may try to read more into his or her utterances and may sometimes lose track of what he or she is trying to say.

5. Tendency to show superiority

Some people have the tendency to indulge in one-upmanship. They want to prove that their views and opinions are the most important and valuable. If you have such a tendency, you may not pay attention to the lecture.

Answer the following questions.

1. Hearing is a _____ activity.
an involuntary
2. Listening is a _____ activity.
voluntary

Answer the following questions in two or three sentences each.

1. What is the difference between hearing and listening?
2. Mention three barriers to listening?
3. Mention three things that you need to do when you listen to lectures.

Paragraph question.

1. The barriers to listening.

Unit – 2

ACADEMIC LISTENING

As a student, you need to follow lectures. It is very important for you to understand lectures fully so that you have the complete and accurate information. While listening to lectures, you may do any one of the following.

- i) take notes
- ii) fill a form, a table etc.
- iii) complete a visual, a chart, a table, etc.

Listening and note taking

When you listen to lectures, it is essential to take notes for future reference. These are some tips for note taking. The first important step in note taking is to identify the main ideas and their supporting details. The next step is to express them in a short or in a condensed manner. The third step is to organize the main ideas and supporting details in a systematic way using the decimal numbering system.

An example is given below.

Money

In small, primitive, societies nobody needed money because everybody worked together and shared things, but in bigger societies people specialize. For example, one person spends all his time making pots and another person spends all his time fishing. The fisherman needs pots and the potter needs fish, so they exchange or barter. However, this system can become very complicated if, for instance, the potter wants ten fish but the fisherman wants only one pot. For this reason people began to use money. They agreed to take a valuable object, such as a shell, a stone or a metal, in exchange for what they were selling. They could collect the objects and wait until they found something they really wanted to buy. Gold and silver was often used as money because they could be divided into very small quantities and were not damaged by water or air. Gold is especially valuable because there is not very much of it in the world and it is expensive to take it out of the ground where it is mixed with rock.

THE ORIGIN OF MONEY

1. Life in small societies
 - 1.1 People worked – Shared products
 - 1.2 So need for money
2. Life in bigger societies
 - 2.1 Each Labourer - a specialist

- 2.1.1 Fisherman occupied in fishing
- 2.1.2 Potter engaged in making pots
- 2.2 Diff. to effect exact change of goods
 - 2.2.1 in terms of needs
 - 2.2.2 in terms of value
- 2.3 Birth of money
 - 2.3.1 Initially exchange of stone, shells/metal
 - 2.3.2 Later switched over to gold and silver
 - 2.3.2.1 could be divided into small qty
 - 2.3.2.2 not damaged by air/water
 - 2.3.3 Gold specially valued
 - 2.3.3.1 because scarce
 - 2.3.3.2 Expensive

Now read the following passage and make notes.

The word ‘Renaissance’ means ‘rebirth’. In European context, it stands for a transitional movement between 1461 and 1600. It also stands for a humanistic revival of learning as well as knowledge of ancient Greece and Rome. It brought changes in every field of human activity, e.g. art, literature, philosophy, religion and politics as well as the beginning of modern science. It was enormously helped by the invention of printing. It has been the fashion of some historians to assert that the capture of Constantinople by the Turks in 1453 was the cause of the Renaissance. It is true that this incident indirectly helped the Renaissance Movement. The revival of classical learning began in Europe long before the fall of Constantinople. It is generally regarded as having started in Italy at the beginning of the 14th century. Petrarch is considered as the ‘Father of the Renaissance’.

Listening and filling forms

You may be required to fill a form when

- you seek admission to an institution.
- you register for an examination.
- you apply for a bank account, credit card, etc.
- you book a berth or a seat on a train or bus.

Sometimes you place orders for goods on the phone. The assistant at the other end will ask you a few questions and gather information about your requirement and then fill a form on the computer. Listen to one such conversation and fill the boxes in the form below.

A : Good morning, B 4 U Tele-Shopping Service. How may I help you?

- B : Good Morning. I'd like to place an order for two of your products.
- A : Very well, madam. I need to take down a few details first. Right. Can I have your name, madam?
- B : It's Mrs. Rupali Malhotra.
- A : And your full street address?
- B : 24, Alpine Towers, B.D. Colony.
- A : Sorry, is it B.D. or D.D.?
- B : It's B for Bombay and D for Delhi-B.D. Colony.
- A : All right.
- B : R.K.Puram, Secunderabad: 500015.
- A : And your telephone number, madam?
- B : It's 23657890
- A : Any mobile number?
- B : Sorry, I don't have any.
- A : Can I have the product code, please?
- B : It's SR 3344.
- A : You said you want to order two products, didn't you?
- B : Yes. The second is DF 2345.
- A : Would it be one each, ma'm?
- B : No the second one – travel iron-two pieces, please.
- A : All right. The total bill including delivery charges will be Rs.3450
- B : That's fine.
- A : How would you pay, madam? By card, cheque or cash?
- B : I'll pay by cheque.
- A : Any preference of delivery time?
- B : Yes, between 6 and 8 p.m. only.
- A : One last question. How did you come to know about our products?
- B : Through my friends.
- A : Thank you very much. These products will be sent to you within a fortnight. Thank you once again.

B 4 U Tele-shopping Service			
Date		Customer Executive Code	ACR577
Customer's Name			
Street Address		Tele phone Numbers	
		Home :	
		Mobile :	
Product order			
Product Code		Quantity	
Product Code		Quantity	
Product Code		Quantity	
Total amount payable		Rs.	
Mode of payment		<input type="checkbox"/> Cheque	<input type="checkbox"/> Cash
Delivery preference,if any.			
How did the customer come to know about the product		<input type="checkbox"/> Television <input type="checkbox"/> Colleagues	<input type="checkbox"/> Advertisement <input type="checkbox"/> Friends

Listening and completing visuals

When you listen to lectures, it is not always necessary to make notes. Sometimes it may be easy to organize the information in the form of a tree diagram, a table or a flow chart. The choice of the format for the visual will depend on the type of the text. The table below shows the match between text types and visual formats.

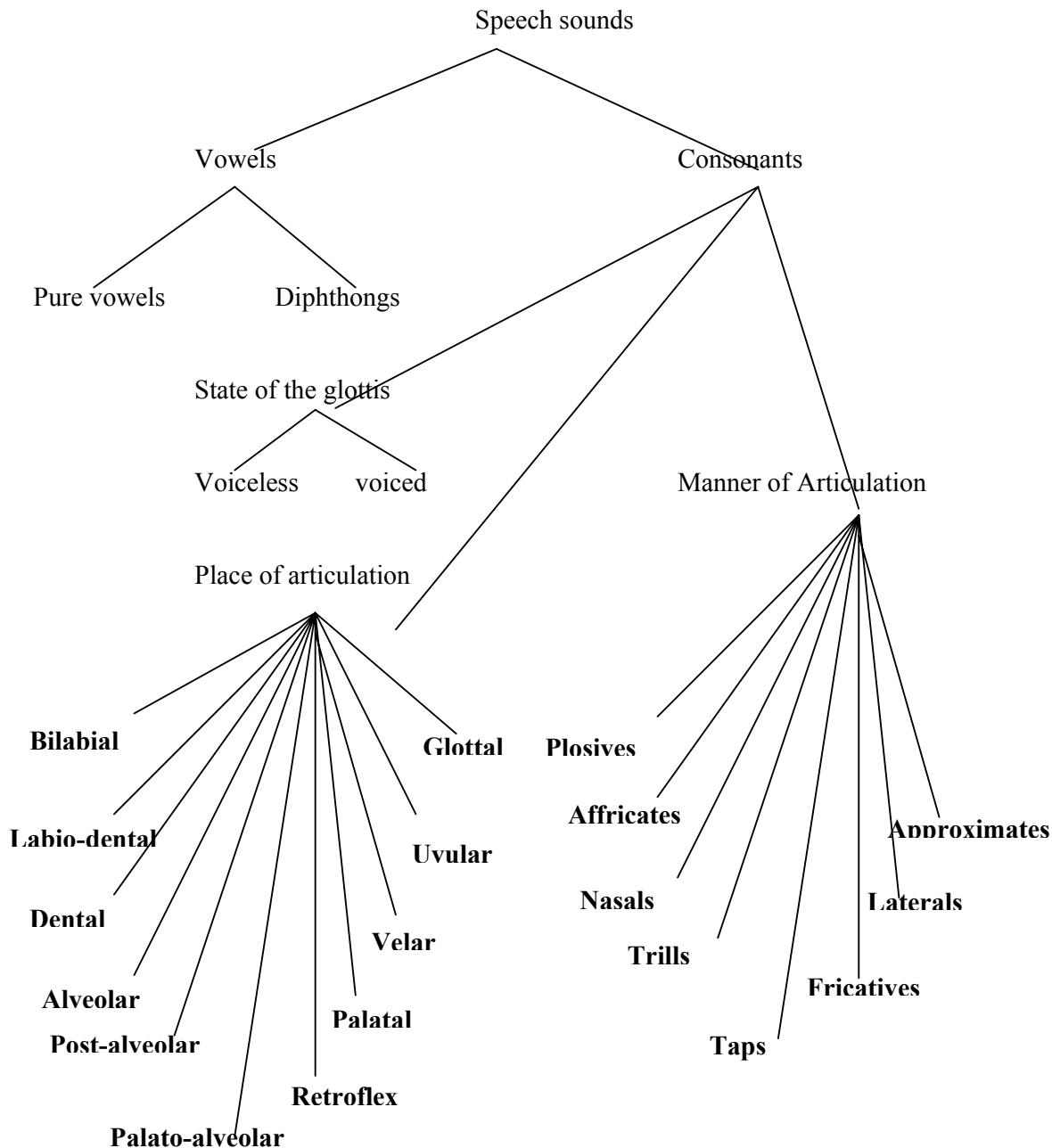
Type of text	Suitable visual
Classificatory (any text that classifies things)	Tree Diagram
Descriptive (description of linear processes which take place in a sequential manner)	Flow chart
Descriptive (description of cyclic processes)	Cyclic Chart
Comparative (texts comparing two or more things)	Table
Statistical Information (information about progress/distribution)	Diagrams (bar, line or pie)

Read (listen to) a short talk on speech sounds.

Speech sounds

Speech sounds are broadly divided into two categories, namely, vowels and consonants. Vowels are further divided into pure vowels and diphthongs. Consonants are described using a three-term label. The three terms refer to (a) the state of the glottis, (b) the place of articulation and (c) the manner of articulation. Depending upon the state of the glottis, they can be classified as voiceless or voiced. According to the place of articulation, they can be classified as, bilabial, labio-dental, dental, alveolar, post - alveolar, palato - alveolar, retroflex, palatal, velar, uvular or glottal. According to the manner of articulation they can be classified as, plosives, affricates, nasals, trills, taps, fricatives, laterals or approximants.

Now see how the facts can be shown on a tree diagram.



Exercise

Read (listen to) a short talk on the different types of families and organize the information in the form of a tree diagram.

There are many types of families. The smallest family is that of two persons such as a husband and wife, a parent and a child, or a brother and a sister. Such units are different kinds of nuclear families.

Nuclear families usually consist of parents and their children. However, it can include adopted children too. When a person from such a family gets married, another nuclear family is formed.

In practice, however no nuclear family is totally independent or isolated. In most societies the extended family is the norm. What is an extended family? The term *extended family* refers to any family that extends beyond the nuclear family. This type of family includes grandparents, aunts, uncles, or cousins. For example, when a married couple lives with the husband's parents or grandparents and shares their household, the nuclear family becomes an extended family.

Another type of family, quite common recently in the west and fast emerging in India, is the modified extended family. When couples marry, they live separately from their parents but still maintain close ties with their families. They call each other visit each other often and help each other whenever necessary.

A fourth type that was common recently in India but is fast turning out to be rare is what is called the joint family. In such a structure, parents, children and grand children, uncles, aunts and cousins live under the same roof as a single family. The joint family system is not common in most parts of the world.

Unit – 3

LISTENING TO TALKS AND DESCRIPTIONS

In your academic or professional life you may have the opportunity to listen to talks and descriptions of facts. Your purpose in listening to talks or descriptions will vary. Sometimes you may listen to them to get an overall idea or for some specific information. In order to gain an adequate understanding of what is being talked about, you must have the ability to make inferences.

Listening to make inferences

When we read or listen, we arrive at certain conclusions on the basis of what we have read or listened to. Such reasonable guesses are called inferences. We infer meanings of words, the identity of a person, the situation, motives, purposes and intentions of people on the basis of the information given.

1. Read (listen to) this short text and answer the questions below.

As Sheela was walking down the street, she realized that she was alone. The street was silent. The only noise that she could hear was that of the crickets. Suddenly, she heard some footsteps behind her. She knew someone was walking quietly behind her. She began to feel nervous.

However, she gathered enough courage and continued walking. A little later, she could not hear the foot steps. She felt relieved.

But, a few seconds later, she realized that her hunch was wrong.

She thought she would turn back and have a look. Even before she could do so, she felt a hand on her neck. Her gold necklace broke and disappeared. In the next moment, she felt a tug at her arm. And her handbag too was gone. She could hear hurried footsteps going away from her.

1. Tick the right answer.

The incident takes place *at night/during the day*.

2. Say Yes or No.

Sheela thought that the person behind her would attack her.

3. Complete the sentence appropriately.

Sheela felt relieved because she thought that-----

4. Choose the right answer from those given below. What happened?

- i) Sheela stumbled and fell and her gold necklace and her bag fell on the ground.
- ii) The man who was following her broke her necklace, grabbed her bag and ran away.
- iii) The man who was following her hit her on her head and then ran away.

2. Read (listen to) the following passage and answer the questions below.

I couldn't sleep that night. A vague feeling of impending misfortune affected me. My sister and I were twins and you know how subtle the links are between such people. It was a wild night. Suddenly, there burst forth the wild scream of a terrified woman. I knew that it was my sister's voice. I rushed into the corridor. By the light of the corridor lamp, I saw my sister at the door of her room, her face pale with terror, and her hands groping for help, and her whole figure swaying unsteadily. I ran to her and threw my arms around her, but her knees gave way and she fell to the ground.

1. The author couldn't sleep because
 - a) The night was wild.
 - b) She apprehended some trouble.
 - c) She knew that some calamity would befall her.
 - d) She felt uneasy.
2. She rushed into the corridor because
 - a) She heard a terrifying cry.
 - b) Her sister called her to the room.
 - c) She recognized the voice of the person who screamed.
 - d) She dreamt that her sister needed her help.
3. She realized that her sister
 - a) was in a state of excitement.
 - b) needed support.
 - c) was too weak to walk.
 - d) was gripped with fear.

Unit – 4**LISTENING TO ANNOUNCEMENTS**

You listen for different reasons. Keeping in mind the information you are seeking, you chose to listen to certain details and ignore the rest. So it is important that you need to develop the ability to listen selectively. When you listen to a particular news item that interests you, you may listen for all the details. While on certain occasions, you may listen for a specific information. When you stand at a railway station, bus station or an airport, you listen to announcements. On such occasions, you listen for specific information. You want to know when a train, or a bus or an aeroplane is to arrive or to leave. For that, you should become familiar with the following terms often heard in the announcements at railway stations, bus stations and airports.

Scheduled time	: The time as per the timetable or schedule
Expected arrival time	: The time when a train or flight is expected to arrive
Estimated departure time	: The time when a flight or train is estimated to leave
On schedule	: At the scheduled time (no delay)

All trains, buses and flights have a particular number. Information about trains is usually given in the following manner.

Number	Starting point-Destination	Name
7029	Hyderabad-Thiruvananthapuram	Sabari Express

Unlike trains, flights do not have a name. When a flight is announced, only the flight number, the starting point and the destination are given. The numbers are preceded by a letter code that indicates the name of the airline. Example

Airline	Flight Number	From	To
IC	671	Mumbai	Chennai
S2	307	Hyderabad	Bangalore

Now listen to the following announcements and find out the following details: 1) Name of the train 2) Train number 3) Time of arrival 4) Platform number 5) Time of departure.

1. Your attention, please. Train number 6049 Mumbai-Hyderabad Hussain Sagar Express is running late by 30 minutes. It is expected to arrive on platform number 4 at 12 hours and 30 minutes.
2. May I have your attention please? Train number 7029 Thiruvananthapuram-Jammu Tawi Express coming from Thiruvananthapuram will shortly arrive on platform number 6 instead of platform 4. We're sorry for the inconvenience.
3. Your attention, please. Train number 6309 Ernakulam Patna Express is expected to arrive on platform number 3 at 6 hours and 40 minutes.

Listen to the following announcements at a bus station and find out the following 1) Scheduled departure time 2) Arrival Platform 3) Expected departure time.

1. Your attention, please. The Bangalore – Pune Super Deluxe Express scheduled to leave at 1700 hours will shortly arrive on platform number 29.
2. Your attention, please. The Bangalore-Cochin Super Delux Express scheduled to leave at 1715 house will shortly arrive on platform number 15.

Listen to the following announcements heard at the Srinagar airport.

Your attention, please. Jet Airways flight 9W431 to Delhi via Jammu is now ready for boarding. All passengers are requested to proceed to gate number 1 for boarding.

Calling the attention of passengers flying to Delhi. Jet Airways flight 9W467 to Delhi is on schedule and is expected to depart at 1330 hours, i.e., 1.30 p.m.

Your attention please. Air Deccan's flight DN 214 from Delhi to Srinagar has just arrived. Your attention, please. Indian Airlines flight IC245 from Jammu has just arrived. Indian Airlines regrets to announce a delay of 30 minutes of its flight IA320 to Delhi. This is due to the delayed arrival of the incoming flight from Delhi. It is now rescheduled to depart at 1400 hours.

Now find out the status of the following from the above announcements.

1. 9W 467 Srinagar – Delhi
Status : a) On time b) Delayed
2. IA 320 Srinagar – Delhi

Status : a) On time b) Delayed

Reason for delay : _____

Letter codes used by the airlines in India

IA	Indian Airlines
9W	Jet Airways
S2	Air Sahara
DN	Deccan Airways
IT	Kingfisher
SG	Spice Jet
GA	Go Air
17	Paramount Airways

Unit – 5

LISTENING TO NEWS ON THE RADIO AND TELEVISION

We listen to news on the radio or television to learn about events in different parts of the world. When we listen to a news bulletin, we do not listen to every news item for the full details. The manner in which we listen to a news bulletin is similar to the way in which we read a newspaper. News items are read selectively. So you may scan the newspaper or listen to the news bulletin only for that piece of information.

Listening for specific information

Read (listen to) the following news report on the radio and complete the notes and table below.

Hundreds of people are feared to have been killed in a powerful earth quake that shook Afghanistan, eastern provinces of Pakistan and some part of Kashmir in India, early this morning. The epicenter of the quake measuring 7.2 on the Richter scale lay at Kandahar, about 150 km south of Kabul in Afghanistan. At least 500 people are believed to have been buried alive in the rubble and another 600 left homeless in Afghanistan alone. In Kashmir, about 150 people are feared to have been killed in Rajouri and Poonch areas. This region, heavily covered in snow is inaccessible by road at present. Rescue and relief operations have been launched by the Army and the Air Force. Reports about damage to life and property from the affected areas in Pakistan are yet to arrive. Unconfirmed reports indicate that the quake has caused minimal damage in the regions in Pakistan.

Earth Quake

- a) Countries affected : _____
- b) Intensity : _____ Richter
- c) Epicentre : _____
- d) Loss to life and property : _____
- e) Areas affected in Kashmir : _____
- f) Whether rescue operations have been started in Kashmir : Yes/No

Country/State	Number of dead	Number of homeless
---------------	----------------	--------------------

Kashmir		
Afghanistan		
Pakistan		

Listening for overall information

If you are listening to a report of a discussion in the Parliament, you may not be interested in the specific details. But you might be interested to learn the final outcome. In such a case, you ignore the specific details and listen for the final outcome.

Now listen to this short extract from a news bulletin and find out the answers to the questions below.

In view of the rising prices of petrol and diesel in the global market, senior officials of the ministry of Petroleum and Natural Gas held discussions with representatives from oil companies, this morning. After long discussions, the ministry seemed to be in favour of agreeing to the demands of the oil companies to raise the prices of petrol and diesel. However, it finally decided against it because of strong opposition from its coalition partners in the government.

1. Did the Ministry of Petroleum and Natural Gas agree to the demand from oil companies for a hike in prices? Yes/No.
2. What was the reason for the decision?

Read (listen to) the given four news items and identify which news item will be of interest to whom. Give your reasons.

- a) If you have been undervaluing your property because of property tax or for the purpose of selling it, watch out. It may no longer be possible to do so. The government is shortly planning to computerize the registration of every piece of property in the country. When you have to pay property tax or sell property the next time, you will have to go to the nearest Land Registrar's office and provide your land registration number to the official. On feeding the number into the computer, all the details about the property will show up including what the property tax or selling price should be according to the market rates, making it impossible for anyone to undervalue their property.
- b) In a startling revelation made by two terrorist suspects held in Vijayawada this evening, it was discovered that plans were underway to blast the Siva temple in the outskirts of the city on the night of Sivarathri. It is reliably learnt that a group of terrorists have landed in the city and massive plans have been made to blast several places of worship in the next few days. The city has been put on red alert and security has been beefed up at important places of worship, among other places.

- c) Women have a reason to cheer up. The government is concerned about the low representation of women in all walks of life, be it in politics, government jobs or private-sector jobs. In an effort to increase the percentage of women in different sectors, it has been decided to ask all government and private sector organizations to ensure that there is a perfect balance between the percentage of women and men employed, as recommended by the S.N. Commission report.
- d) Have you ever thought of a time when a school student will be able to tell the teacher when he or she is ready to take a test in a particular subject and take it then? Sounds unbelievable, doesn't it? But if the Haryana government has its way, the secondary school children in the state will soon be able to decide when they should take a test in a given subject. The government is trying to introduce this new system of evaluation based on reports that indicate differences between individual learners in their style and pace of learning. This is an effort to encourage individualized pace of learning. Tests will be computerized, thereby making it possible for every school to give a test to a learner at a time of his or her choice.
- a. _____ because _____
- b. _____ because _____
- c. _____ because _____
- d. _____ because _____

Unit – 6**LISTENING TO CASUAL CONVERSATIONS**

English is not only used for professional or academic purposes, but also in day-to-day interactions. English used in such situations is more chatty and informal. Short phrases or incomplete sentences are used in such communication. While listening to casual conversations, you should not only be able to understand the facts but also make inferences or guesses about the person or the situation.

Now listen to the following conversation and write your answers in the table below.

Reginald : Yes, Shalini. I've been looking at various career options. Call centre jobs are okay-good money, excellent environment, but very stressful, I hear.

Shalini : That's what I too have heard, Reginald. But I'll take anything that comes my way. You know why? I must start earning to support family.

Reginald : You can still make a sensible choice. I personally like being a journalist, particularly a print media journalist.

Shalini : Isn't it stressful to be a journalist? Long hours, sometimes without food. Mm... irregular eating hours. Regi, I can't imagine living such a life.

Reginald : Well, I would still enjoy it, Shalini. I like meeting people.

Shalini : Mm... I'd prefer some kind of a desk work – sitting in the comfort of an office. That's why I wouldn't mind a call centre job.

Reginald : All right, go ahead. It's your choice.

Name	Career option and why	Type of Personality
Shalini		
Reginald		

Listen to three people talk about their jobs. Identify their jobs and what each one dislikes about his or her job.

- a. A : Hi Neena! How are things?
B : Not great.
A : What's the matter?
B : Well, I'm sick of my job.
A : What about it?
B : I hate having to work through the night.
A : Oh, right.
B : I'm not used to working at night. What's worse, when I come back from work, everyone else is ready to go for work.
A : You get to sleep peacefully during the day, don't you?
B : I've always slept peacefully at night too. Actually, I have the job of having to answer telephone calls at work.
A : Why don't you quit and look for a day job?
B : Quit? No way! Who'll give me this kind of money?
- b. A : Hi, George! How have you been?
B : Not too well.
A : How come? What's the matter?
B : I'm beginning to hate my job.
A : I thought you quite liked it.
B : Well, in the beginning, yes. You know, I never get home before midnight. Just can't leave the office until the last report is sent to the editor.
A : You knew it before joining the job, didn't you?
B : Yeah, I did. What bugs me is that when all my friends are enjoying their evenings, I am sitting in the office and editing report after report. That's very frustrating.
A : All right, what do you want to do?
B : I am seriously looking for a change.
A : Really? How about joining my call centre?

- B : So that I can work through the night and go back home in the morning and sleep through the day. Come on, how can you be so cruel?
- c. A : Hi, Jesse! How are things?
- B : Grim.
- A : Why? What happened?
- B : It's my job.
- A : What about your job?
- B : I've suddenly been put on the night shift.
- A : Oh, dear. That can be terrible. Hmm.. and the children?
- B : That's exactly my problem now.
- A : This is... Eh... Since when?
- B : The shift started last Friday.
- A : And how are you managing now?
- B : Well, my mom has come down for a week. I must do something before she leaves. I was up the whole of last night. Too many emergency cases.
- A : Would it be any help if I spoke to your boss?
- B : Mm... Perhaps, yes. He might listen to you.
- A : I'll give it a shot.
- B : Thanks so much

Name	Job	What he or she dislikes about the job:
Neena		
George		
Jesse		

MODULE II

SPEAKING SKILLS

OBJECTIVES

- a) In this unit you will study more about the pronunciation of different words.
- b) Where to stress in different kinds of words
- c) Where to pause and also the difference between American and British English.
- d) This unit also explains about the interference of Mother Tongue in Speaking English.

Unit-1

WORD STRESS AND RHYTHM

You have already studied the several features of word stress. Now we will discuss more about word stress and its importance. Stress is a large topic which cannot be covered in its entirety here. However some features follow:

What is Word Stress?

When we utter a word of more than one syllable, we pronounce one of the syllables with more force than others. This is called word stress.

Some words are given here. Try to pronounce them;

stra¹tegic communi¹cation motivate ab¹sorb gram¹matical globali¹zation¹
background engi¹neer ab¹stention.

1. Now Do This Exercise. Mark the Stress

having literature aristocrat stomach dozen appendix police civilization.

You know what a prefix and a suffix is

When prefixes like in-, un-, re-, etc. and suffixes like -ful, -less, -ness etc. are added there will be no change in stress.

2. Pronounce These Words:

1meaning	1meaningful	1meaningless
'stand	under ¹ stand	under'standing
for ¹ give	for ¹ givable	unfor ¹ givable

But when some suffixes such as -ion, -ian, -ial, -ious, -ity and -ic are added, we can see a shift in stress.

In case of words with these suffixes the stress is on the syllable before the suffix

¹ educate	edu ¹ cation
¹ ego	ego ¹ istic

See the stress in the words given below

e ¹ conomy	eco ¹ nomic	¹ operate	ope ¹ ration
e ¹ lectric	elec ¹ tricity	¹ office	o ¹ fficial
¹ music	mu ¹ sician		

STRESS IN COMPOUND WORDS

Compound words are those in which two words are combined to produce a new combination of words with a different meaning.

In compound words, the first part is always stressed. But when the first part is an adjective the second part is stressed.

For eg:- ¹breakfast ¹police station cold¹blooded man¹made bad-¹tempered ¹eyewitness
fast¹forward ¹houstrained

STRESS CHANGES IN PARTS OF SPEECH

¹ import (n)	-	im ¹ port (v)
¹ conduct (n)	-	co ¹ nduct (v)
¹ transfer (n)	-	trans ¹ fer (v)
¹ record (n)	-	re ¹ cord (v)
¹ object (n)	-	ob ¹ ject (v)
¹ present (n)	-	pre ¹ sent (v)

When the same word is used as noun and a verb, the noun is usually stressed on the first syllable and verb on the second.

3. Now do the following exercises by keeping in mind the rules that we studied earlier.

Mark the stress for the underlined words:

- I object to your bad conduct
- She exports medicines

- c) The Sahara is a vast desert
- d) My Project was approved

Personal pronouns like I, you, we, us, it, he, him etc are not normally stressed in a sentence. But in some situations they are stressed to make a difference in meaning.

The following dialogue will make this clear.

Student : 'Shall I 'enter the 'class, 'please

Teacher: 'No, I 'want 'you to 'go a'way

Here 'you' is a pronoun but it is stressed to show the teacher's anger on the student.

4. Now Read This :-

- a) Girl : 'How is this 'pen ?
Friend : 'This is 'my 'pen
- b) Husband: 'Let's 'send our 'son to John's party
Wife : But 'John wants 'us to 'meet him at the 'party

Listen to the following sentences

- a) I 'ask you to 'speak now
- b) I 'ask 'you to 'speak now
- c) I 'ask you to 'speak 'now

Here the meaning of the sentence changes when different words are given special stress.

Read these dialogues

- a) Wife : Where are we going?
Husband : 'Delhi
Wife : At 'night?
Husband : 'No, in the afternoon
- b) Man : Your 'aunt is 'just seven'teen
Woman : I 'said she's 'seventy

STRESS AND RHYTHM

The English language has a certain rhythm. It is a stress-timed rhythm. This means that rhythm is brought about by the stressed and unstressed syllables. In a sentence the words that carry

information are stressed, while purely grammatical words are not normally stressed

The following sentences will make it clear.

- a) She 'walked ¹slowly for the ¹school
- b) They are ¹doing it ¹nicely
- c) Was she ¹sad or mad?
- d) He is ¹short and ¹very ¹fat
- e) Why ¹can't you ¹dance ¹now?
- f) I ¹don't ¹want to ¹talk to her
- g) Who has ¹turned ¹off the ¹radio?

The words that are stressed are nouns (school) main verbs (walked, doing) adjectives (short), adverbs (very), negatives (can't, don't), question – words (why) and two parts verbs (turned off).

The words that are not stressed are pronouns (they, she, he), preposition (for, to), conjunctions (and, or), articles (the, a) and auxiliary verbs (will, be, has)

5. Mark the words to be stressed in the following sentences.

- a) How is it possible?
- b) Can you show me your book?
- c) It is important to start as early as you can.
- d) Why are you silent?
- e) You can attend the concert

Given below are two sentences:

That's ¹very ¹nice of you.

It would have been ¹better if you had ¹told her.

When we utter these two sentences we will notice that it took almost the same time to say both sentences. Why?

It is because both the sentences have the same number of stressed syllables – two each. The unstressed syllables get mingled with the stressed ones. Thus it took almost the same time to say the stressed syllabus and unstressed syllabus in between them.

* Please note that when two stressed syllables come close together, the speed of utterance is slow. When stressed syllables come at regular intervals, the utterance has a rhythm.

Repeat these sentences loudly. You will note that the time interval between each stressed syllable is the same.

- a) ¹Shut the ¹door
 - ¹Shut the ¹door well
 - ¹Shut the ¹large ¹door with your ¹hand
 - ¹Shut the ¹large ¹door with your ¹right ¹hand
- b) ¹Ask him to ¹write
 - ¹Ask him to ¹write to me
 - ¹Ask him to ¹write me a note
 - ¹Ask him to ¹write me a ¹brief ¹note

This is the difference between English and other languages. When we speak other languages we stress each and every syllable clearly. But in English some syllables are stressed and some unstressed.

Read the following sentences aloud:-

- a) She ¹cut her ¹finger
- b) This is my ¹Grand Father's suitcase
- c) The Prime ¹Minister is at the ¹airport
- d) Watch the ¹sunset on the seashore
- e) This is a second ¹hand ¹washing machine
- f) Don't ¹listen to his half-¹baked ideas
- g) ¹Wipe your eyes with a clean ¹handkerchief

Unit – 2

WEAK FORMS AND STRONG FORMS

Weak Forms

A very important aspect of the dynamics of English pronunciation is that many very common words have not only a ‘strong’ and ‘full’ pronunciation but also one or more weak forms which are used when the word occurs in certain contexts.

Do you know which type of words have Weak Forms?

Words which have weak forms are, for the most part, function words such as conjunctions (but, and), articles (a, the), pronouns (she, he, her), prepositions (for, to) and some auxiliary and modal verbs (do, must). When we speak these grammatical words they are not normally stressed. So we use their weak forms.

Earlier you have studied the weak forms of some classes of words. Now read these sentences and phrases.

Bread and butter	-	/bredənbʌtə/
I will wait	-	/aɪlweɪt/
Here is a letter	-	/hɪərɪzəletə/
She was busy	-	/ʃɪwəzbɪzɪ/
From the office	-	/frəmðɒfɪs/
Told me that	-	/təulmɪðət/
At the main gate	-	/atðəmeɪngeɪt/

1. Can you re-write the following phrases in normal spelling ?

- a) /sʌməvðəm/ c) /hi:zleɪzɪ/
- b) /bæktəwɜ:k/ d) /nɒtətɔ:l/

STRONG FORMS OF NORMALLY ‘WEAK’ WORDS

Read these brief dialogues:-

A: Are you coming?

B: Yes, I ¹am

A: Did you post the letter?

B: Yes, I ¹did

A: He won’t help me?

B: Of course, he ¹will

Auxiliaries are not normally stressed. So we use their weak forms. But have you noticed the following in the above dialogue? When they come at the end of sentences their strong forms are used.

- 1 Auxiliaries are stressed for emphasis
- 2 Negative auxiliaries are stressed too in the above case
- 3 Prepositions are not normally stressed. But when they come at the end of sentences are stressed.

Now keep in mind the following table:-

Auxiliary	Normal Weak Forms	Normal Strong Forms
am, is, are	/em/or/m/, /s/or/z/,/ə/	/əem/, /ɪz/, /a:/
was, were	/wəz/or/wz/,/wə/	/wɒz/,/wɜ:/
will, would	/ɪ/, /d/ or/əd/	/wɪl/, /wʊd/
do, does, did	/dʊ/or/də/, /dəz/,/dɪd/	/du:/,/dʌz/, /dɪd/
have, has	/həv/or/əv/,/həz/or/əz/or/s/	/həv/,/həz/
Had	/həd/,/əd/,/d/	/həed/S

Unit – 3

SLOW AND STEADY

PAUSES AND SENSE – GROUPS

Pauses at the right places are needed for the understanding of a sentence. Otherwise it won't be intelligible.

See the following sentence:

Here is the child who created the whole trouble

Have you understood anything?

Here is the child/who created the whole trouble

The speaker paused after a group of words and then spoke another group of words.

(1) Some exercises are given below. Put a slash (/) at the spot in the sentence where it needs pause.

a) Could you tell me when I can meet you at your city office

Ans: Could you tell me / when I can meet you / at your city office ?

b) While you were sleeping the world was changing without you realizing it

c) As soon as you can please return the money you've borrowed from me

d) As far as I am concerned it does not matter whether you win or lose the election

e) A few days after the accident how ever she went back to work

A speaker normally pauses at the end of a group of words. Such groups of words are called by two names – Sense groups and pause groups. We pause either at the end of groups of words which make some sense or when we run out of breath. This is applicable not only to sentences but to paragraphs also.

An example is given:-

Again I turned to the blackboard /.../ and lifted my hand to write /.../ then I was blank and void within /.../ I tried frantically to collect my senses /.../ but I could remember nothing /.../ A sense of the girls and boys behind me /.../ filled me to the exclusion of everything /.../

Read out loud with the correct pauses

Otters are found in all continents except Antarctica. Of the twelve different species, the biggest and the rarest is the giant Brazilian otter. It grows to a length of 1.8 meters and can weigh 30 kilos. Once paired, the male and the female remain together. The young ones also tend to stay with the parents and the whole family will hunt as a group.

Unit- 4

RISING AND FALLING TONES

We have already said that the pitch of the voice goes on changing as we speak. The question now is how does a listener perceive one syllable (tonic syllable) as more prominent than all the others in an utterance? He does so because of the change in the pitch direction that begins on the nucleus. This change in pitch direction can be a movement either from high to low (which is called the ‘FALLING TONE’) or from low to high (which is called the ‘RISING TONE’)

Now you might ask: why are tones used?
What function do they perform in speech?

Tones have a grammatical function as they relate to sentence types.
For eg:-the falling tone is associated with statements, the rising tone with questions requiring an answer in ‘Yes or No’

In addition to this, tones are also an expression of the attitude of the speaker and thus have an attitudinal function.

For eg:- the falling tone denotes an expression of assertiveness on the part of the speaker. The rising tone on the other hand expresses tentativeness and a certain degree of uncertainty.

We shall deal with the functions later.

Let us, to begin with; listen to the difference between these two basic tones, as used in the following sentences:-

First the Falling Tone:-

- a) He's contexts ↘tonight
- b) Buy her a ↘new one
- c) They've completed their ↘assignment
- d) The flute recital was indeed ↘enchanting

Now, the Rising Tone:-

- a) Are you going for a ↗walk
- b) Please lend me your ↗newspaper
- c) Can I give you a ↗lift
- d) Do you think he'll ↗agree

Having learnt to distinguish between the falling and the rising tones, we shall now study each tone separately. The attitude conveyed by each tone will, however, be mentioned very briefly. First we shall take up the Falling Tone.

The Falling Tone

The contexts where falling tone is used are:-

a) Statements

Falling Tone can be used in most normal statements. The tone suggests that you've sure about what you're saying.

1. You're ↗right
2. She's ↗dancing
3. She's leaving ↗tomorrow

b) Wh-questions

Wh-questions are normally spoken in the falling tone. But it does not sound very friendly. If you want it to sound friendly, you can use the rising tone.

4. What have you done with the ↗ink?
5. How many oranges have you ↗bought?
6. Where do you ↗live?

Why are you ↗crying?

c) Commands

Commands are usually spoken in falling tone. Those are strong commands and they sound rude and impolite. But if you want to make your commands polite and more like pleading, you can use rising tone.

7. Shut the ↗windows
8. ↗Be quiet
9. Turn off the ↗music
10. ↗Do it

d) Apologies and Compliments

Expressions of gratitude, apologizing, complimenting are routinely said in the falling tone.

- 1) ↗Thank you
- 2) I'm ↗sorry
- 3) Its so ↗nice

It will sound more genuine if you use rising tone. The listener will feel that you really mean what you say.

Eg:- ↗Thank you

The Rising Tone

The cases where the rising tone is used are:-

a) Yes or No Questions

The rising tone can be used in questions that require an answer in ‘yes’ or ‘no’

- 1) Has he ↗come?
- 2) Are you going to the ↗party?
- 3) Are we ↗late?
- 4) Can I ↗leave now?
- 5) Is dinner ↗ready?

b) Polite Request

See these sentences:-

Could you lend me your ↗newspaper?

Here rising tone is used for a polite request in the form of a question.

Please, pour me some ↗tea

Here it's used for a polite request

c) Invitation

Do come in and sit ↗down

In the above sentence rising tone is used for an encouraging invitation

And it's also used for invitations in the form of questions as given below.

Eg:- Would you like to come for dinner ↗tonight?

d) Question Tags

Statements can be turned to questions by adding question tags

- 6) We are going to his house, aren't we?
- 7) Your son went last night, didn't he?

We can use the falling tone in the question tags. When we think what we're saying is true and we need only the listener to agree with us. But rising tone is used when you're not sure what you're saying is true.

e) Exclamations

In exclamations we normally use falling tone. But to express strong feelings you can use rising tones.

Look at the following dialogue:-

A: How was your trip ?

B: Its ↗fabulous!

A: What happened?

B: Its ↘awful !

A: This curry tastes better without salt.

B: ↗Nonsense

A: Did you like the food?

B: The food was ↗Superb !

f) Introductory Clauses and Phrases

Rising tone is used for the introductory part and a falling tone for the main clause.

8) On the top of the ↗house / stood a ↘monkey

9) After this ↗concert / I will go ↘home

g) Quoting what people said

There are two parts here – one quoting the words of the speaker and the other a reporting phrase. The reporting phrase is weakly stressed.

Come ↘here! she said angrily

Who's that slim ↘girl? she asked in a whisper.

Mark the correct intonation

- a) How many bulbs did you buy?
- b) What a terrible thing to happen
- c) I can't solve this sum
- d) Would you like to have some juice?
- e) He's arriving tonight
- f) Do you think he'll agree?
- g) Are you going for a walk?
- h) She is busy doing her home work
- i) The flute recital was indeed enchanting

Unit – 5

FLUENCY AND PACE OF DELIVERY

Speech to be termed good must be easily understood. This is possible only if the speaker is neither too fast nor too slow in his speech. An unduly fast speaker is not intelligible to his listeners, who are likely to miss some important links in the sequence, thus resulting in a possible breakdown of communication. It may also lead to confusion in the minds of the listeners, who may as the speech proceeds, lose interest in it. An unduly slow speaker can, on the other hand, make the speech boring.

Between the two extremes mentioned in the above paragraph, speed can vary a little bit, depending on various factors. To begin with, speed should be adjusted according to the type of the audience. If the audience consists of people attending a lecture on a technical subject in which they are properly qualified, then one can speak a little / faster. But, on the other hand, if they have little or no knowledge of the subject, then the speaker must speak slowly.

Sometimes the level of intricacy of the subject determines the speed. One cannot afford to be fast if the topic in hand is quite difficult to understand.

In short, a speaker should not appear to be in a hurry or a little too lazy. He must have the ability to judge for himself the speed at which he should speak on a particular occasion. The important thing is that he should appear natural and should be able to communicate effectively. You may have already heard this advertisement.....

Mutual Funds and Securities investments are subject to market risks and there can be no assurance or guarantee that the scheme's objectives will be achieved.....

Where you able to understand what the speaker was saying? Not much..... He was speaking too fast – just fulfilling the legal requirements. He wanted to do it using as little TV time as possible. The fast pace of delivery suited his purpose.

LOUDNESS

When speaking to a large audience, a speaker should be reasonably loud so that he is audible even to the people farthest from him. The desired level of loudness thus depends on the size of the audience. A good speaker must strike a balance between the two extremes. Many speakers have the tendency to lower the volume towards the end of each utterance to such an extent that the last part of it becomes inaudible. This must not be done.

PAUSING

It has already been said that a speaker has to pause not only between two consecutive sentences but also at convenient points within a long sentence. It is generally necessary to pause between clauses and sometimes even at the end of certain phrases. In relation to punctuation,

whereas a full stop, colon, semi-colon, a mark of interrogation or exclamation, a dash are all sure signs of a pause, a comma in a sentence may only be potential signal for pausing.

CLEAR ARTICULATION

Clear and deliberate articulation of individual sounds and their sequences is another important attribute of good speech. The first aim of any speaker is that he should be intelligible to his listeners; and this aim is defeated if the articulation is not clear. This is clearly borne out by the fact that a long word in which all sounds are deliberately and clearly articulated, can be comprehended even if certain sounds in it have not been correctly produced. On the other hand, the same word becomes more difficult to comprehend if a sound or a syllable in it has been swallowed, even when the rest of the word is correctly pronounced.

FORMAL SPEECH

Read this excerpt from a speech:

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal...

This famous speech is Abraham Lincoln's Gettysburg speech. Lincoln was addressing a very large crowd on a formal occasion. It is an example of a grand style of speaking called oratory.

In formal speech the speaker uses high pitch. He also has to use the rising tone more often than the falling tone. Both these features help in carrying his voice to a large audience. The speaker has to speak slowly, at a steady pace and stress wherever necessary to impart the real effect.

INFORMAL SPEECH

Informal speech is more relaxed and fluent. It is entirely different from formal speeches. In informal speech the speaker does not hesitate. We pause at the end of sense-groups in long sentences, but there are no gaps in the middle of a sense-group.

Informal speeches are used by us in our day to day life.

Exercise

Read the following sentence and repeat it. The sentence has to be spoken in meaningful groups – adding one group to the earlier ones at a time.

Last month the same day, the boys went for the competition, participated in various events, and came back with trophies.

Comment Clauses

They are clauses that express the speaker's personal views on what is being said. They are said faster than the rest of the sentences and the voice is lowered while saying them.

- Eg:-
- a) I'm not supposed to go there, *as you know*.
 - b) He is, *to put it bluntly*, a bad actor and a worse singer.
 - c) *Put bluntly*, he is not suited for a teaching career.

d) *I believe, he is a stupid fellow.*

Read the following passage. Recall the features of formal speaking and try it.

“A certain king was once preparing to make war against an enemy, but no one knew who this enemy was. Very naturally, all his subjects wondered, but none of them dared to ask.”

Unit- 6

DEALING WITH PROBLEM SOUNDS

There are certain pairs of sounds in English which are difficult to produce and there are pairs of sounds which are difficult to discriminate. In this unit, we'll discuss a few such words.

1) Difficulty with /s/ and /z/

Say s-s-s-s-s for a few seconds.

How did you make the sound? You put the tip of your tongue near the tooth ridge... You pushed air through the gap between them.

Now say z-z-z-z-z for a few seconds.

How did you make the sound? Exactly, like you made the /s/ sound with just one difference. In making /s/, no voice came from the throat. Just a hiss. In making /z/, there was voice from the throat. A buzz!

Now, try making /s/ and /z/ one after the other. S-s-s-s-z-z-z-z-s-s-s-z-z-z-z

Distinguish between the following words

Plays and place	raising and racing
Price and prize	peace and peas
Rays and race	niece and knees
Eyes and ice	sip and zip

Read the following sentences with correct pronunciation

- a) A *rise* in *prices* *worries* everybody
- b) Does *zinc* *sink* in water
- c) How does he lose all his *races*?
- d) Put a little *ice* on your *eyes*
- e) Don't lose the *loose* screws.

2) Difficulty with /ʃ/ and /ʒ/

Say ſ-ſ-ſ-ſ for a few seconds.

How did you make the sound? You put the tip of your tongue near the tooth ridge. You pushed air through the gap between them.

Now make the sound /ʒ/.

Say ʒ - ʒ - ʒ - ʒ for a few seconds. How did you make the sound? Exactly, like you made /ʒ/. With just one difference. In making /ʃ/, no voice came from the throat. In making /ʒ/ there was voice from the throat. Now, try making /ʃ/ and /ʒ/ one after the other.

Read the following sentences with correct pronunciation

- a) The *usual* meeting or a *casual* one?
- b) *Pleasure* or *pressure*?
- c) A *missionary* with a *vision*
- d) *Fission* or *fusion*?
- e) *Casual fashion*
- f) Running after a *mirage*!

3) Pronunciation of –s/-es and –'s/-'es endings

Repeat these words:-

Cats	books	maps	caps	roofs	bats
Cabs	bags	kids	rings	labs	balls
Watches	oranges	wishes	boxes	mirages	prizes

You will find that

- 1) –s/-es is pronounced /s/ if the singular noun ends in voiceless sounds /p/, /t/, /k/, /f/ and /θ/
- 2) –s/-es is pronounced /z/ if the singular noun ends in voiced sounds /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/, /l/ and all vowel sounds

Read these sentences

- a) She *starts* late. But she *runs* fast. And she *reaches* first!
- b) The blind *leads* the blind
- c) The crowd *surges* forward and *breaks* the *barriers*
- d) The child *breathes* hard and *sneezes* violently
- e) He *tames* lions, but *fears* rats.

Starts	breaks	leads	laughs
Leaps	steals	grabs	sings

All these words are verbs and they are in the simple present tense. Thus they end in the suffix –s/-es. Let's transcribe the above words:-

/sta:ts/ /breɪks/ /li:dz/ /la:fs/

/li:ps/ /sti:ls/ /grxbz/ /sɪŋz/

4. Pronunciation of -d / -ed endings

Repeat these words

Missed nabbed rested watched

Solved crowded alarmed

The past tense forms are formed by adding -d or -ed. And -d / -ed endings are pronounced /t/, some are pronounced /d/ and others are pronounced /ɪd/

- 1) -d/-ed is pronounced /t/ if the base verb ends in voiceless (hard) sounds /p/, /k/, /tʃ/, /s/ eg: /helpt/
- 2) -d/-ed is pronounced /d/ if the base verb ends in voiced (soft) sounds /b/, /g/, /v/, /dʒ/, /z/, /ð/, /m/, /n/, /l/ and vowels sounds. eg: /rʌbd/, /fri:d/
- 3) -d/-ed is pronounced /ɪd/ if the base verb ends in /t/ and /d/. eg: /kraudɪd/

Read the following sentences

- a) The book was *printed* and *published* in Japan
- b) I don't like your *half-baked* ideas
- c) His students were thoroughly *confused*
- d) He *realized* his mistake too late

(1) Transcribe the words after the hyphen :

- a) How do you wear your clothes – washed, starched and ironed?
- b) How do you eat your potatoes – boiled, mashed fried or baked
- c) What kind of roof does your house have – thatched or tiled?

Unit – 7

AWARENESS OF DIFFERENT ACCENTS

We can see a difference in pronunciation amongst speakers of English in different countries. As English is a global language it is a popular medium all over the world. So there are different varieties of English. Mother Tongue also influences a man while he is speaking English which is foreign to him. The variety of English that is spoken in various parts of India can be, grouped into ‘General Indian English’.

Though the English spoken in different countries is not very different in grammar, it varies quite a bit in pronunciation. While watching television or listening to the radio, we come across a variety of pronunciations – British, American, Australian, Indian etc. It’s useful and necessary to understand these varieties.

In this unit, we’ll discuss the two major varieties of pronunciation, British and American, and discuss a few major differences between them.

English spoken in the different regions of Britain varies with one another. Among these, the variety that is spoken by the presenters of BBC, TV and Radio, the area around Oxford and Cambridge universities is considered as ‘Standard’ or ‘Received Pronunciation’

Certain sounds that is different in Britain and America

- a) British /a:/ and American /æ/

This is one of the most noticeable differences between British and American pronunciations. Where British English uses the /a:/ sound, American English uses the /æ/ sound.

Some examples are given below

Word	British English	American English
ask	/a:sk/	/æsk/
bath	/ba:θ/	/bæθ/
castle	/ka:sl/	/kæsl/
dance	/da:ns/	/dæns/
fast	/fa:st/	/fæst/

- b) British /ɒ/ and American /a:/

When British English uses the sound /ɒ/ on the first syllable, American English uses the sound /a:/

Some examples are given below

Word	British English	American English
a) Conduct -	/kɒndʌkt/	/ka:ndʌkt/
b) Confidence -	/kɒnfɪdəns/	/ka:nfɪdəns/
c) Doctor -	/dɒktə/	/da:kta/
d) Politics -	/pɒlɪtɪks/	/pa:lɪtɪks/
c) British /ju:/ and American /u:/		

In British English the word /prɒdju:z/ is pronounced with a /j/ sound before /u:/. But in American English it is said as /prədu:z/ without the /j/ sound before /u:/. Similarly British – nju:s (news); American – nu:s

- d) British /faɪtə/ and American /faɪdər/

In American English the letter /t/ is often pronounced /d/ when it comes between two vowel sounds. The word writer, said as /raɪtə/ in British English, may sound like /raɪdər/ in American pronunciation.

1. Transcribe the following words in American and British English:

- | | | | | |
|-------------|-----------|-----------|-------------|------------|
| a) News | b) Fast | c) Basket | d) Congress | e) Rocket |
| f) Passport | g) Catchy | h) Better | i) Washing | j) Student |

Stress can also be different in the same word for British and American English. For eg:- laboratory is pronounced as /la'bɒrətəri/ in British English and /læbrə'tɔ:rɪ/ in American English.

Do you know how the word advertisement is pronounced in both types of English?

Unit– 8

INFLUENCE OF THE MOTHER TONGUE

From our childhood onwards we are growing in the midst of our mother tongue. Our parents, relatives and others speak mother tongue and thus our basic structures of language will be patterned on the basis of mother tongue. We study English several years after we have been using our mother tongue. Naturally the speech habits formed in the mother tongue influence the way we speak English. This has resulted in several regional varieties of English depending on the speaker's mother tongue.

See the following dialogue:-

Raju : He bit my dog, Shyamu

Shyamu: How! Did the dog bite him back? Is he insane!

Raju: He bit with a long stick

Shyamu: Oh! You mean beat.....

As you can see that, in the above conversation there is a little confusion. Raju said bit, but he meant beat. This is most probably because in her mother tongue there is no /i:/ sound and he is using the /I/ sound in its place.

The following points will help you be sensitive to others accents and correct the flaws in your own speech.

- a) Be aware of the fact that English is spoken with regional accents in different parts of the country and accept them. It is easy to make fun of the accent of a person from another region. But it is usually a case of people living in glass houses throwing stones at one another.
- b) When you listen to a regional variety of English, in most situations, you can guess from the context of the word the speaker is using. In rare cases, you may have to ask the speaker to clarify what she/he meant.
- c) In your own speech, you should look for the influence of your mother tongue. You can try to minimize it by conscious practice.

Difficulties with Consonants

Write the correct word in the brackets. The first one is done for you.

(1) Exercise

- a) That's a / paɪn / pair of shoes (fine)
- b) I need some /tɪn/ milk (.....)
- c) Here is the /dʒu:/ (.....)
- d) Mix those chemicals with /sɪŋk/ (.....)
- e) Have you seen my /ʃɪp/ ? (.....)
- f) We ate our lunch and /den/ we went out (.....)
- g) I want to /tæŋk/ you for your help (.....)

After filling the above exercise complete the table given below.
Identify where the speaker in the above sentences have gone wrong

No	Used	Instead of	And so	Was heard as
a	/p/	/f/	/faɪn/	/paɪn/
b				
c				
d				
e				
f				
g				

You would have noticed that in the examples above, instead of some of the consonant sounds in English, the speakers were using similar sounds available in their mother tongues.

In most of our languages, words are spoken as they are written. But in English as you now, pronunciation does not closely follow spelling.
This leads to several difficulties when we speak English.

For eg:- a word like mutton is written with a double t. But there is only one /t/ sound in pronunciation. Likewise **/bʌtə/** and not **/bʌttə/**.

So how is the word ‘filling’ pronounced?

Thus we can conclude that consonant sounds are, generally speaking, not doubled in English while doubling is common in our mother tongue.

(2) Do the following Exercise. The first one is done for you.

- a) Its made of rubber /rʌbə/

- b) Why hasn't she written yet?
- c) We should take immediate action
- d) That's not funny
- e) That was a silly mistake

Difficulties with Consonant Clusters

If we divide a word into its constituent parts, we find that it is made up of two types of sounds: consonants and vowels. Every English syllable must have at least one vowel, though it may or may not have consonants.

Look at the following examples

Eye, I, ear. They have no consonants and only one vowel each.

What is a consonant cluster?

Consonant clusters are a group of consonants that exists before or after a vowel in a syllable.

See the following sentence

- a) We reached the /sətɪʃen/ on time. Here an /ə/ sound comes in between the consonant cluster /st/

As a result of the word /steɪʃən/ is mispronounced as /səteɪʃən/

(3) Some sentences are given below. Identify the word that is mispronounced

- a) Which /isku:l/ do you go to ? (.....)
- b) I'm not interested in /sʌpts/ and games (.....)
- c) We are from the same /səku:l/ (.....)
- d) We should keep the highest /istændəd/ (.....)
- e) I work in a /pəraɪvət/ firm (.....)
- f) My grand father owns a /təræktər/ (.....)

4. Difficulties with Vowels. Write the correct pronunciation in the brackets.

- a) This /be:d/ is so hard! (.....)
- b) He had an open /hert/ surgery (.....)
- c) Please take your /sɪt/ (.....)
- d) We /lɪv/ for Japan tomorrow (.....)

- e) You have to /stedi/ hard (.....)
- f) She was filled with /fi:r/ (.....)
- g) Did you get a /lætə/ from your uncle? (.....)

ANSWERS

UNIT – 1

- | | | | | |
|----|--|--------------------------|-------------------------|---------------------------|
| 1. | ¹ Husband | ¹ literature | ¹ aristocrat | ¹ stomach |
| | ¹ Dozen | ap ¹ pendix | po ¹ lice | civil ¹ zation |
| 3. | a) ob ¹ ject | ¹ bad conduct | | |
| | b) ex ¹ ports | | | |
| | c) ¹ desert | | | |
| | d) ¹ project | | | |
| 5. | a) ¹ How is it ¹ possible | | | |
| | b) ¹ Can you ¹ show me your ¹ book? | | | |
| | c) It is ¹ important to ¹ start as early as you ¹ can | | | |
| | d) ¹ Why are you ¹ silent? | | | |
| | e) You ¹ can ¹ attend the ¹ concert | | | |

UNIT– 2

- 1. a) rice and curry
- b) some of them
- c) back to work
- d) an old man
- e) he is lazy
- f) not at all

UNIT– 3

- 1. b) While you were sleeping / the world was changing without your realizing it.
- c) As soon as you can / please return the money you've borrowed from me
- d) As far as I am concerned / it doesn't matter whether you win or lose the election.
- e) A few days after the accident / however / she went back to work

UNIT– 4

1. a) ↘ b) ↘ c) ↘ d) ↗ e) ↘ f) ↗ g) ↗ h) ↘ i) ↘

UNIT- 8

1. a) Fine
b) thin
c) zoo
d) zinc
e) sheep
f) den
g) thank
2. a) /rʌbə/ b) /rɪtn/ c) /ɪmɪ:dɪət/ d) /fʌnɪ/
e) /sɪlɪ/
3. a) /sku:l/ b) /spɔ:ts/ c) /sku:l/ d) /stxndəd/
e) /prəvət/ f) /trəkter/
4. a) /bed/ b) /ha:t/ c) /si:t/ d) /li:v/
e) /stʌdɪ/ f) /frə/ g) /letə/

SELF-CHECK QUESTIONS

1. What is word stress and sentence stress? what are the different rules of word stress?

Hints: stress-stress in prefixes-stress in suffixes-compound words-sentence stress-grammatical words and information carrying words in a sentence

2. Explain the different situations where falling tone and rising tone comes while speaking?

Hints: tone-falling tone-rising tone-different situations and their examples

3. What factors should be borne in mind while speaking fluent English?

Hints: speed-clear articulation-pause-loudness-with examples

MODULE III

COMMUNICATION SKILLS

OBJECTIVES

At the end of this module you will be able to:

- e) Comprehend the meaning of communication and how it takes place
- f) Understand how to use English language in our daily life
- g) Understand what is group discussion

UNIT-1

UNDERSTANDING **COMMUNICATION**

What is communication?

It is difficult to give a specific definition for communication because of its complex nature. However, an effort is made to define it to make its content meaningful. Communication is the exchange of information or ideas. It is the art or act of expressing a message in a way that allows others to understand.

For communication to take place we need a sender, a message and an intended recipient. There is not need for a receiver to be present.

Communication can be of different types - human, verbal, non-verbal, non-human, visual, oral, written etc.

Characteristics of Communication:-

Communication has several key characteristics. Some of them are given below:-

- i) The process of communication is continuous, ongoing and dynamic
- ii) Communication begins with the self
- iii) Communication is irreversible or it can't be erased
- iv) Communication is reciprocal
- v) Communication is unrepeatable
- vi) Communication is transactional

vii) Interpersonal communication involves two individuals

Communication takes place when the sender

- has a message to be communicated
- has a purpose to communicate the message

Effective communication involves

- 1 Using appropriate voice and body language
- 2 Understanding the situation, and the people involved in it
- 3 Understanding the message being communicated
- 4 Responding appropriately

See how communication happens in the situations given below.

a) A man going to a travel agency to reserve a ticket

Man: Hello, I want to have a ticket reserved for me from Trivandrum to Dubai.

Travel agent: When do you want to go?

Man: I want to go on the first of next month

Travel agent: Have you been to Dubai before? Or, are you going there for the first time?

Man: I'm going for the first time

Travel agent: Give me all the necessary papers. We'll write to you when the ticket is ready.

Man: Ok, thank you.

b) After years Mohan meets his teacher in the street. Let's see how their conversation goes:

Mohan: Good morning Sir, you may not remember me. My name is Mohan. I was your student

Master: I remember. Usually I remember faces but forget names. What are you doing now?

Mohan: I am a Medical Representative here

Master: You used to play football well, didn't you?

Mohan: Yes, you remember it?

Master: Yes, my boy.

How does communication take place?

- 1 In a face to face mode
- 2 In a spoken mode
- 3 In social, political situations

Communication takes place in different situations

- 1 Formal
- 2 Semi-formal
- 3 Informal

In these three types of communication the style of language used will be different. Some small dialogues are given below to assert the above statement.

Formal communication

An interview

Applicant: Good Morning Sir, May I come in?
Manager: Yes, come in..... Your name, please.
Applicant: I am John, Sir
Manager: Ok..... Introduce yourself.

Semi-formal communication

In a vegetable shop

Customer: Please give me a kilogram of cabbages. What is the price?
Shop keeper: The price is 20 per kilo
Customer: Have you got beans? French beans
Shop keeper: Yes, 22 for a kilo.
Customer: Half a kilo will do
Shop keeper: What else do you want sir?
Customer: Nothing more. Pack this please.

Informal communication

Two friends meeting at a hotel

Akash: Hello Bobby
Bobby: Hai Akash. Why are you so late?
Akash: I was very busy for the last two hours, Bobby

Bobby: Oh! Its Ok... what would you like to have? coffee or tea ?
Akash: Coffee please
Bobby: ok...

Now, let's discuss the difference between spoken communication and written communication.

Even though in both cases an exchange of ideas, opinion, and facts takes place, there are certain differences between spoken communication and written communication. In spoken communication we get an immediate response from the audience unlike the written one.

For spoken communication, one can use colloquial form of language, while for written communication a particular style of writing and grammatical rules must be observed.

Facial expressions and bodily gestures can be used in spoken communication. They help the communication to happen easily, while one can communicate with others through words only in written communication.

Given below is a letter and a conversation. Read these two exchanges and compare the spoken conversation with the written letter and list the differences between both forms of communication in terms of vocabulary, style, level of formality and grammar.

Letter

Abel Merry Weather
Delta Communications
Trivandrum – 1

Henry Stater
Asst. Manager
Insurance Com.
Cochin – 2
17th October 2006

Ref: Insurance Policy No. 0079928178

Dear Mr. Henry,

Many documents regarding my insurance policy no.0079928178, have been lost from me. The policy reaches its maturity this month itself. I request you to freeze my account bearing the number given above. The documents have been missing from 8th Jan, 2010. Please take immediate action, to stop forgery and misappropriation regarding policy.

Yours sincerely
Abel Merry Weather

Conversation between two persons about loss of insurance policy papers.....

Abel: Can you tell me what procedures I must follow to freeze my account

Henry: Why do you want to freeze your account?

Able: I lost all my documents regarding my insurance policy

Henry: Ohh! When did you lose it?

Abel: The documents have been missing from 8th Jan, 2010 onwards

Henry: Ok, your decision is correct. Better you freeze your account. Otherwise there will be bitter consequences.

Abel: I know. That's why I need to freeze it, to avoid forgery and misappropriation regarding policy.

Henry: Ok, I will help you

Abel: Thank you

Exercise – I

Rewrite the following spoken dialogues in written form or vice versa.

a) What're the contact details? (Spoken)

.....

.....

b) Help me understand, what's meant by 'Design communications Management'? (Spoken)

.....

.....

c) You need to consult a cardiologist if your mother is suffering from acute Cardiac pain (written).....

.. ..

..

.....

Now, what are the essentials of effective communication?

- 1 A peaceful environment without disturbance
- 2 Correct usages, vocabulary and phrases
- 3 Better hearing capacity
- 4 Knowledge about what you are going to communicate

Reasons for bad communication or gaps in communication

- 1 Cultural variations

- 2 Incorrect sentences, vocabulary or phrases
- 3 Inappropriate use of language
- 4 Inability to hear
- 5 Non-standard accents

Exercise – 2

1. Pick the most appropriate response to the following two situations:
 - a) You are studying for your examinations. Your neighbour is playing music at a high volume.
 - i) Listen to music later
 - ii) Could you please turn down the volume a little
 - iii) Don't play music now
 - iv) I can't study for my exams
 - b) Your lecturer has given you an assignment. You have forgotten to bring your completed assignment sheets to college.
 - i) I'll give my assignment tomorrow
 - ii) I can't give you my assignment today. I don't have it
 - iii) I left behind my completed assignment at home. Could I submit it tomorrow?
 - iv) I haven't brought my assignment today.
2. What would you say in each of these situations?
 - i) Your friend is on vacation in a different city. Ask her/him in an email to buy some souvenir for you.
.....
 - ii) You are writing a letter to your employer, seeking leave for a few days next month. Give your reason
.....
 - iii) You have to call the water works department to enquire about the supply of water to your neighbourhood during the summer.
.....

Unit – 2

GREETING AND INTRODUCING

How do we greet people?

Greeting is an instrument for showing our care and warmth for the other person. There are different ways of greeting people. It is related to the culture of a particular region. We Indians greet each other by putting our hands together and by saying ‘namasthe’ to each other. The people of western countries shake their hands and say ‘hello’ to each other. Some others bend their heads to their chest while greeting. These are only certain ways of greetings. You can do research work to know more about the various styles of greetings if you are interested.

Some useful expressions for greeting others are given below.

- a) Informal / friendly greetings: Hello!, Hi!
- b) Formal / business greetings: Good Morning!
 Good Afternoon!
 Good Evening!
 Good Night!
- c) Formal conversation starters: How do you do?
 How are you?
- d) Responses to starters: How do you do?
 Very well.
 Fine, thank you
- e) When meeting some one after
 a while: Good to see you after ages.
 It's been a long time.
- f) Phrases to close conversation: Good night!
 Take care!
 See you later.

Exercise – 1

Various greetings for different occasions are given below and below this certain

situations/events are also given. Find out which greetings match each occasion.

- | | |
|---------------------------|----------------------------------|
| i) Congratulations | ii) It's celebration time |
| iii) Welcome to our team | iv) Merry Christmas |
| v) Well done! | vi) Happy New Year! |
| viii) Pleased to meet you | ix) All the best for your exams! |
| vii) Good luck! | |

List out the different messages appropriate for different occasions.

Occasions / Situation	Greetings / Messages
i) Farewell to a colleague ii) On the birth of a child iii) Someone leaving the country iv) When someone is ill or in the hospital v) Last instruction day in the academic year (teacher to student) vi) On someone's arrival from a different place vii) On someone's retirement viii) When someone wins a prize/an award ix) On someone's death x) When someone gets promoted xi) When someone is preparing for a tough competition	

Exercise 2

Introducing oneself and others

How would you introduce yourself in each of these situations given below?

- i) You are meeting a popular actor. Introduce yourself
- ii) You are attending an interview. How will you introduce yourself?

Some useful phrases

- a) Introducing oneself

I'd like to introduce myself.

I'm

My name is and I am from

Hi, I am.....

b) Introducing others

This is

I'd like to introduce from

Here's

I feel privileged to introduce.....

c) When meeting for the first time

Pleased to meet you

Nice to meet you

Nice meeting you

Glad to meet you

It's a pleasure meeting you

Unit– 3**MAKING REQUESTS**

Sometimes we are not able to do certain things by ourselves. Then we need the help of others. So it is essential that we learn how to make a request.

It is important to be able to make requests appropriately in different situations.

A few requests for different situations are given below

- a) You are at the electricity office. You don't know where the bill counter is. A stranger passes. You ask him like this –
Could you please tell me, where the bill counter is?
- b) An old lady standing by the side of a road asks a stranger like this –
Can you help me to get across?
- c) Your car broke down in the middle of a deserted area. After hours of waiting you saw a man coming along the path. Then you will ask –
Will you please help me, repair this car?

Is there any other way of making requests? List them:

The most common expression for making request is ‘please’

Examples:- Please come with me to Mumbai

 Lend me your bike, please

Some more ways of making requests is given in the table. They are arranged in their increasing degree of politeness. In the second column, the expressions that are used for responding to these requests are given.

Request	Response
a) Can you shut the window?	Of course
b) Could you shut the window?	Certainly
c) Do you mind shutting the	Right away

window?	
d) Would you mind shutting the window, please	In a minute I'm sorry, I can't because..... I'm afraid. I can't because.....

The expression that you use must be appropriate to the context and the listener.

Exercise – 1

Turn each of the following into a polite request as shown in the example

- a) Turn off the fan

Ans:- Can you turn off the fan?

- b) Open the door (to a stranger in the train)

- c) Send me a mail on this (to a junior colleague at work)

- d) Lend me your camera for a day (to your neighbour whom you don't know very well)

- e) Give us some notes on this topic (to your Teacher)

- f) Buy me a drink (to your friend)

When you make requests, sometimes it is necessary to explain the reason for the request before the actual request is made.

Example:-

Seema asking her friend Reema to do her work too

Seema: Reema, I'll be boarding the train to Bombay tomorrow. I will be back only after two weeks. So I'm afraid I can't do the work tomorrow. Can you do mine also?

Reema: Of course, it'll be my pleasure!

Exercise – 2

Make appropriate requests for the following situations

- a) Somebody sitting on your luggage while traveling in a train

- b) Forget to do your home work

- c) You want the bottle of salt, which is now at the other side of the dinner table.

- d) You were absent for one week at college. How will you ask for your friend's notebook?

Unit- 4

ASKING FOR AND GIVING PERMISSION

Before doing certain actions we need to ask for permission from someone else. This is more at work places. Children also have to ask permission from their parents and students from their teacher. It is important to learn how to ask for permission in the most appropriate way so that permission is granted.

Asking for permission is very similar to making requests. The expressions used for making requests are also used for seeking permission.

Some expressions for giving permission are:-

- a) OK
- b) Sure, go ahead
- c) Yes, I guess so
- d) All right
- e) No problem

Exercise – 1

How will you ask permission in the following situations? Also write how the other one gives permission: The first one is done for you.

- a) Situation: It is raining heavily; you are inside a store and you need to step out to pick an envelope from your motor bike. You notice someone with an umbrella inside the store.

Asking permission:- a) I need your umbrella, please

b) May I borrow your umbrella, please?

Response/ Giving

- Permission: - a) Sure, with pleasure
b) OK

- b) You went with your family for a walk. But you got lost in a crowded place. Ask a stranger standing nearby to allow you to use his/her phone to call your father.

- c) You are writing your degree examination. After writing two sheets your pen stopped writing. How will you ask your friend sitting near you his pen?

Always tell others the reason before asking permission.

Always use phrases like can you / could you..... / Do you mind if / would you mind+verb+ing..... / Is it ok if / would it be alright if.....

Exercise – 2

- a) How will you ask your teacher permission for borrowing a book
- b) How will you ask your friend permission for listening to music on his/her phone
- c) How will you ask your principal permission for leaving half an hour early
- d) How will you ask mother permission for going on an excursion to Delhi.

HOW TO REFUSE OR DENY PERMISSION

Asking for an umbrella – I'm really sorry; I need this umbrella for myself. For denying permission the following phrases are used.....

- a) I'm afraid I can't
- b) I'm really sorry.....
- c) No.....

Some conversations are given below. Look how phrases denying permission are used.

a)

A: OK..... Madam. Then we will come to your house tomorrow and show you the features of our products.
B: Not tomorrow, please. I'll be out of station this whole week.

b)

John: Can I join you for your tour to Ooty?
Sam: I'm afraid we can't take juniors with us
John: Ok... no problem

c)

Raju: Can I take your books with me?
Shyam: I'm really sorry, Raju. I haven't studied anything for tomorrow's exam. So I need it for myself.

Exercise – 3

Write a dialogue, asking permission and denying permission.

Unit- 5

OFFERING HELP

Helping others is a great quality that each and everyone must cultivate in their lives. It must start from childhood onwards. We offer help to those who need it. When someone offers help to us, we either accept it or decline it.

Do you know how to offer help, how to accept an offer or how to decline it?

1. Offering Help

We offer help to those who need it. It is related to our manners and offering help is one of the necessary qualities that must be developed in all.

We use expressions like can I...../ Let me help you/ May I...../ would you like me to do that/ if you want, I could get it for you/ what can I do for you/ would you like some help/.....

Some dialogues related to offering help is given below.

a)

Rahul: Ohh.... No need for you to take these huge bags upstairs. Let me help you

Old lady: Thank you my son, I'm really tired.

b)

Pinky: Can I help you by writing notes for you?

Mary: Yes, thank you for your offer!

c)

A man entered an office. The receptionist asked him like this.....

“What can I do for you, Sir?”.

Man: Thanks, I want to meet Mr.Sinha

2. Accepting Help and Declining Help

When some one offers you any help, it is your wish either to accept it or to decline it.

Certain expressions of accepting help are:-

- | | | |
|------------------------------|--------------|-------------------------------|
| a) Oh.....sure | b) thank you | c) Its so nice of you |
| d) Thanks, for offering help | | e) You are so kind, thank you |

Certain expressions for declining help are:-

- a) No, I can do this by myself
- b) Don't worry about me, dear
- c) Thank you for your offer, but don't worry I will do this
- d) No, Thank you

3. Asking For Help

The main expressions for asking for help are- could you do.... For me, please/ will you/ Do you mind for me/ please help me/ Do you have enough time to for me.

Exercise – 1

Now, match the expressions in column A with the appropriate phrases in column B

Column A	Column B
a) Would mind.....	i) Opening the door for me
b) Could you possibly....	ii) Turn on the a/c
c) Do you mind.....	iii) Taking a picture for us
d) Can/could you.....	iv) Have a minute
e) Would you please.....	v) Spare a few minutes
f) Can I	vi) Turn down the music
g) Will you.....	vii) Do me a favour
h) Could you possibly.....	viii) Ask you a favour
i) Would you be so kind as to	ix) Hand me a pen/pencil
	x) Give me a ride home
	xi) Lend me your cell phone

Exercise – 2

Fill in the dialogues given below:

- a) Anju: Ohh..... Its too..... hot here!
 Manju: I am trying this for an hour
 Anju:
 Manju: Something is wrong with my fan
 Anju:
 Manju: Ok, thank you dear. It's really nice of you.

- b) A:
- B: Sure, I will help you cross this road
- A: Can you please take my luggage's too, across this road.
- B: No,.....

Unit- 6

GIVING INSTRUCTIONS AND DIRECTIONS

Giving instructions and directions is also a part of communication.
Have you had any occasion in which you had difficulty in giving or following instructions and directions?

1. Giving Instructions

In any team there will be a leader and it is his duty to give instructions to other members of the group. Useful phrases used in giving instructions are:-

- a) First stage of Instruction:- Firstly, first of all, To begin with, Initially, The first step/stage is...../ begins with.....
- b) Second stage of Instruction:- Secondly, Thirdly, etc..., After this, Next/Then/Subsequently, The next step is/ In the next stage/ In the following stage.
- c) Final Stage:- Later/ Eventually, Following this/.... Until.... Lastly/ finally/ In the last stage, Lastly/ Finishes with...../ concludes with/ The last step is.....
- d) Additional Phrases:- Before hand/ Earlier/ Previously/ Before this/ Simultaneously/ With care/ Slowly/ Carefully/ So as not to.....

Some situations for giving instructions are given below:-

- a) In a Yoga class
Instructor says like this..... "Now everyone breathe slowly..... put your arms and feet on the ground slowly..... concentrate on a point.....
- b) A: Do you know how to use this camera?
B: Oh..... Yes, I'll tell you. Adjust your camera lens first. Then take camera settings and carefully adjust picture quality. After that click here..... OK
A: Ok. Now I understand, Thank you

- c) A teacher giving instructions in a class:- First of all open your English text. Now take page number 21. Write down the answers of those questions given in that page. Carefully write the answers.

2. Asking for Directions

Certain expressions used for asking directions are:- Can you tell me.. Please? / will you be able to....?/ please, tell me what to do?/ How do I find....?/ Where is....?/ How do I get to....?

Exercise – 1

Situations

- a) You are in a new city. You need to go to a friend's hostel. Approach a stranger to ask for directions.

Ans:- Excuse me Sir, can you please tell me where is Jubilee Ladies Hostels. The address says that it is situated near St.Thomas Cathedral.

- b) You are in a large hotel, looking for a washroom. Seek the help of members of the hotel staff.
- c) You read an advertisement announcing a sale of Nike Footwear and Polo shirts and tee-shirts. Call the number given in the advertisement to ask for directions to the store.

3. Giving Directions

Certain expressions of giving directions are:-

- a) First of all
- b) Go straight on....
- c) Turn back..../ Go back
- d) Turn left/right....
- e) Go along
- f) Cross
- g) Take the first/second road.....
- h) It's on the....
- i) Opposite
- j) Near
- k) Next to
- l) Between
- m) At the corner

Some situations for giving directions are:-

a) At the bank

C: Good morning Sir, I wish to open an account

D: Ok. I'll tell you the procedures First of all you get a form from the bank counter. Then fill it and bring it to me.

b) A man standing in the middle of a junction without knowing which way to go to the post office meets a stranger. He asks the stranger the way.

Stranger's reply: Go straight, and then turn left. You will see a red building. By the right side of this building you can see the post office.

Man: Thank you..... It's so nice of you..... bye

c) Trying to locate the market

Mary: Excuse me, am I going the right way to Big Bazaar.

Shopkeeper: Sorry?

Mary: I wanna go to Big Bazaar. Am I going the right way?

Shopkeeper: No, you need to go back.

Mary: Oh, have I come too far?

Shopkeeper: No, not really

Mary: Where's it, please?

Shopkeeper: Head back on this road till you arrive at the crossroads. Turn right, and you're on the High Court road. Look out for a large pink building which says My Rose Café. Big Bazaar is right next to the café.

Mary: Ok. Thank you

Shopkeeper: Don't mention it.

Unit – 7

GROUP DISCUSSION

Group Discussion is an important aspect in all kinds of recruitment process. Have you wondered why it is like that? It is because most organizations expect their employees to cooperate and collaborate with each other and work together as a team. Every company needs team players and not individuals. Cooperation, collaboration and strong team dynamics are the foundation for today's most successful personal and professional teams. Now the work culture is shaped on the basis of these people skills.

What are people skills?

When you are part of a team, it is inevitable that you work with a few others who may not always be of the same temperament, aptitude, outlook, belief etc. The people skills include the following:-

- 1 To be pleasant in communication
- 2 To accept criticism without taking it personally
- 3 To focus criticism on ideas and not on people
- 4 To appreciate good ideas and suggestion, remarks, comments and observations made by anyone in the group
- 5 To analyze and evaluate ideas and objectives without feeling biased about its source.
- 6 To be sensitive to the taste, attitude and temperament of other members in the group
- 7 To avoid hurting other's feelings

What is a Group Discussion?

The first important research study of small group communication was performed by social psychologist Robert Bales and published in a series of books and articles in the 1950s.

As the name suggests, in a group discussion a group of people sit together and express their opinion on a particular topic. Every member can express their opinion about the subject

Why are group discussions held?

Group discussions are held to:-

- 1 Know more about a particular topic or subject. (This is commonly done in academic institutions among students and teachers.)
- 2 Explore ideas and exchange information (Common in both academic and work environment)
- 3 Critique proposals or new ideas
- 4 Explore new possibilities
- 5 Look for the best solution to a problem
- 6 Prepare news policies

Skills required for effective participation in group discussion

a) Good Communication Skills

For the effective participation in group discussions you need to be a good communicator.

To be a good communicator, you should:-

Know what must be communicated

Arrange your thoughts and ideas in an order

Think clearly and logically

Be creative in your communication

Express agreements, disagreements and reservations without hurting listener's feelings

Evaluate and analyze a problem from multiple perspectives

Speak accurately and appropriately

b) Interpersonal Skills

Interpersonal skills help you to interact with other members. The term interpersonal means between two or more persons. If we have this skill communication will go on smoothly. This skill will help you to:

- Remain focused on the objective of the discussion and not digress
- Accept criticism of your ideas with a smile and not consider it an attack on you
- Disagree with someone else's idea and still be pleasant
- Find positive aspects in ideas
- Recognize every member of the group as equal
- Ensure that every member gets equal opportunity to speak

c) Leadership Skills

Every team must have a leader. All of us may not have leadership skill. It must be developed in us. This skill helps us to:

- Lead a team
- Inspire the team
- Give a sense of direction to the team
- Initiate a discussion
- Encourage every member to be active
- Help them attain their aim
- Summarize the discussion

d) Problem Solving Skills

Problem solving skills are those skills that must be developed in every individual. This skill will help us to:-

- a) Solve a problem
- b) Think about the various steps in solving the problem
- c) Help the group members in solving it

Types of Group Discussion

Group discussions can be divided into two:-

Topic – based

Case – based

Topic – based Group Discussion

In this type the discussion is made on a topic given to the group. In most cases the topic may be of social relevance. So you must be aware of what's happening around you. A good reader only can make meaningful contributions to the discussion. There are different types of topics:-

- a) Factual topic:- If you are given a factual topic, you have to show your understanding of that topic and the basic facts about it
- b) Controversial topic:- It gives scope for arguments and debates. Since the topic is a controversial one, people will have different views on it.
- c) Abstract topic: - For an abstract topic you have to present your views about it. It is not a concrete topic, so it will never have a base.

An example for a factual topic is 'Five year plans in India'. Example for a controversial topic is 'Reservation for Women in Indian Parliament'. While, 'The Number Thirteen' is an abstract topic.

Case – based Group Discussions

In case-based group discussions, a case or a situation and information about this situation are given to you and you are asked to resolve this situation. Here is an example of a case – based group discussion:-

A manufacturing industry is setting up a new factory in one of the states. Work has been progressing well and the production is expected to start in about four months from now. Suddenly a political crisis emerges. One of the political parties has alleged that one part of the land allotted to the factory has been acquired from poor farmers by force and hence, is demanding that the land be turned to them. Returning the land would mean losing a large part of the factory.

Now, look at it from the company's perspective. What would you do to resolve the issue amicably?

Then, look at it from the government's perspective. How would you resolve the issue?

Roles and Functions in a Group Discussion

Each and every member of the group has to function and work hard for the benefit of his group. So their role is a productive one.

The two objectives that each member has to keep in mind are:-

- a) To achieve the immediate purpose of the discussion here we have to finalize a plan, make recommendations and resolve an issue. These kinds of roles are known as task building roles.
- b) To strengthen and maintain the group. If a member is only concerned about himself/herself, he/she won't be a help to the group. On the other, he/she has to play productive roles by helping other members and by spreading a positive energy to the whole team.

Let us study in detail the roles that the members could play in a group discussion:-

1. Task Building Roles

Task building roles include:-

- a) Initiating: - In every group discussion, one person has to initiate the discussion. The initiator presents the topic and puts the topic in perspective. After initiating the discussion, the initiator should invite other members to present their views, ideas, opinions etc.
- b) Reacting and asking for reactions:- It is inevitable that in a discussion you tend to agree or disagree with other's opinions. Do not hesitate to express your reactions but learn to express your disagreement with someone's idea or opinion and not with the person. A member who plays an active role will also try and get every member in the group to express his/her views.
- c) Explaining, elaborating and exemplifying: - Sometimes, we notice that someone has an

interesting idea but is unable to express it well. It may be useful for another member to pick it up and explain, elaborate and also give examples, if necessary, so that the group has a better understanding of it.

- d) Clarifying, synthesizing:- Sometimes we do not understand the speaker well. On such occasions do not hesitate to seek clarification on anything that you don't understand. You are actually giving an opportunity to the speaker to reassure himself/herself that her/his message has been understood correctly by the group.
- e) Challenging:- There may be occasions when you may need to challenge an idea. Do not hesitate to do it as politely as possible.
- f) Summarizing:- Towards the end of the discussion, it is necessary for one of the members to summarize the discussion.

2. Group building and maintenance roles

Every member of the group must play a constructive role in strengthening the performance of the group and also in maintaining a rapport among members. Some of the roles that you could play in this direction are:-

- a) Encouraging others:- We have to encourage others to break their shell of indifference and come out, express their ideas. Group discussion is a platform for its members to express themselves.
- b) Complimenting others on their useful contributions:- When any of the members express a good idea, others have to compliment him. This will be an encouragement to every one in the group, which will accelerate them to give out more ideas.
- c) Being supportive:- Each and every member of the group has to support and help one another.
- d) Mediating:- Differences of opinion are sometimes inevitable in a group. When there are differences, it is useful if one or the other member plays the role of a mediator and attempts to iron out the differences.

Discussion Etiquette

Here are some ground rules for conducting yourself in a group discussion.

DOs

- a) Don't assume that you are more knowledgeable than others. You have to respect others.
- b) Agree with and acknowledge what you find is agreeable in other's opinions and views
- c) Disagree politely with ideas, not with the person
- d) Offer chances to silent partners
- e) Expect others to disagree with some or all your views. They are entitled to do so just

much as you have the right to disagree with their views.

- f) Keep the discussion focused on the main topic. When there is a digression, bring it back to the main point
- g) Make yourself audible to everyone in the group
- h) Put up signals to indicate your responses to the discussion.

Don'ts

- a) Don't get into a conversation with your neighbor or a person across the table while someone is speaking to the group.
- b) Don't use strong expressions such as 'that's absolutely irrelevant/ wrong/ stupid/ to express disagreements.
- c) Don't try to dominate the discussion. It's not considered a positive quality
- d) Don't sound rude or aggressive
- e) Don't interrupt a speaker unless it's very essential.

ANSWERS

UNIT – 1

Exercise – 1

- a) What are the details you can give me in order to contact you?
- b) Can you help me to understand what is meant by 'Design Communications Management'?
- c) You should consult a cardiologist if your mother is suffering from acute cardiac pain

Exercise – 2

- a) ii) Could you please turn down the volume little
- b) iii) I left behind my completed assignment at home. Could I submit it tomorrow?
- 2. i) Would you please buy some souvenirs for me
ii) Since I have to attend my sister's wedding on the fifth of next month, I request you to grant me leave for 10 days
iii) Excuse me Sir; I want to know whether there will be continuous water supply everyday during summer in Rose gardens?

Unit – 5

Exercise – 1

- a) iii
- b) xi
- c) I
- d) ii
- e) ix
- f) iv
- g) v
- h) x
- i) vii

TELEPHONE SKILLS

OBJECTIVE

- a. The different stages and difficulties in telephone communication
- b. The techniques in handling calls
- c. The distinction between direct and indirect requests
- d. How to ask for and give information through telephone

Unit-1 UNDERSTANDING TELEPHONE COMMUNICATION

Introduction

Every one uses telephone in daily life. But most of us are ignorant of the etiquettes we have to follow while speaking over a telephone. Certain skills are needed while handling a call.

In face-to-face communication, facial expressions and body language are used as tools in helping verbal language. But facial expressions and body language are absent in telephone conversation. Here voice plays a central role.

We have already talked about communication and its types.

Now, let's discuss the advantages and disadvantages of telephone as a medium of communication.

Advantages

- 1 One can convey matters very fast.
- 2 Information will reach distant places immediately

Disadvantages

- 1 Persons involved in the conversation cannot see each other
- 2 Expressions, emotions and feelings cannot be known clearly
- 3 Cannot involve in lengthy conversations

In telephone conversation we can make preparations before making a phone call. Professionals and business men can make use of this. Before making a call like this you have to think about the points that will be relevant during the telephone conversation. Then write these points in a sheet of paper. When you do all these things you will be able to communicate the points without any gap.

Although a telephone call could be as short as a few seconds, it helps to understand the various stages of a call. Whether it is a formal or an informal call, the stages exist in some form or other.

Those are different stages for a telephone conversation. Certain appropriate phrases that can be used in each stage is listed below.

<u>Stage</u>	<u>Phrase</u>
1) Opening	Good morning! Hello! This is
2) Warming up	I'd like to speak to..... Can I speak to...?
3) Giving the message	I'm calling about..... Could you give her a message?
4) Rounding off	Thanks for your help. Fine/Great/OK I'll look forward to your call.
5) Closing	Goodbye Goodbye for now.....

Some expressions of response to a call are:-

- Good morning / Hello!
- Who's calling please?
- Nice to hear from you
- Just a minute
- Hold on please
- I'm sorry she's not in
- The line is busy will you hold
- I'll give her the message
- Thank you for calling
- Goodbye

Unit – 2

HANDLING CALLS

We make different types of telephone calls, both for personal and official or business purposes. For different types of calls we use different types of languages, etiquette and manners.

When someone answers your call, you need to say who you are and say who you want to speak to. The way you do these will depend on:-

- a) Who is answering the call, (someone known to you? a stranger?)
- b) What your relationship with the person is (friends? Acquaintance? Relative?)
- c) What kind of a situation you are in at the moment of making the call (formal? Semi-formal? Informal?)

For all these questions we use the following phrases.

- a) Yes, this is Mr..... Can I talk to Mr..... (stranger)
- b) Hello, Mr. where are you now? (some one known)
- c) Hai my dear how are you? (friends)
- d) Hello..... dear uncle (relative)
- e) Hello, I'm in a tragic situation

Given below are short conversations. See how people identify themselves and says who

they want to speak to.

- i) A: My name is Patricia. I'd like to speak to Anju Reddy, Please
B: Hold on the line, please. I'll see if she's in.
- ii) A: Good afternoon. It's Sunita Mishra here. Can I speak with Arti, please?
B: Yes, Just a moment
- iii) A: Hello! I'm Sam, calling from NDB Bank. Can you put me through to Vincent George in the marketing division?
B: Hold the line, please. Hmm..... I'll see if he's available.
- iv) A: Hi! This is Manju. Is Nisha there?
B: No, she's just stepped out.

When you answer a business call at work, you may be answering a call for someone else. If the person called is not available to answer the call, you will have to give information about him/her.

Some exercises for handling calls is given below:-

- i) A: Could you put me through to Dr.Inderkaur?
B: She's in a meeting right now. Any message for her
A: No thanks. I'll speak with her later.
- ii) A: This is Aniket calling from CIPLA. Can I speak with Reena George, please?
B: I'm afraid she's not come in as yet. Would you like to leave a message for her?
A: No, thanks. Please tell her that I called her.
B: I will.
- iii) A: Could I speak with Mr.Banerjee?
B: He's just stepped out of his cabin. Could you hold for a moment, please?
A: Sure, Thanks.

Exercise – 1

You are answering the calls in the following situations. The person the caller wants to speak to is unavailable. What would you tell the caller in each case?

- i) The person is speaking on his mobile
- ii) The person is on leave
- iii) The person is busy at the moment
- iv) The person is in a meeting

- v) The person is not available right now

Some useful phrases while using telephone

- a) I am calling from.....
- b) I would like to make an appointment with
- c) Would it be possible do make an appointment with?
- d) When will she be available?

Exercise – 2

Write a dialogue for the following situation

You are the secretary of the ‘Literary Club’ of your college. Now the literary club members have decided to conduct its inauguration. On behalf of the club invite any famous writer for its inauguration. Before visiting his residence talk to him on telephone.

Unit – 3

LEAVING A MESSAGE

On certain occasions when the person you have called is unavailable, it may be necessary to leave a message for the person. In such situations, both the caller and the person answering the call will have to be very clear in leaving and taking the message. At the end of the call, either the caller or the person answering the call should check whether the message has been received correctly.

What all items of information must be included while leaving a message?

- d) For whom is the message
- e) From whom is the message
- f) Subject
- g) Time of call
- h) The number to which the sender should be called back.

Some useful expressions for leaving messages are given below

- a) Can you leave this message for him, please?
- b) Can I leave a message for her, please?
- c) Could you give him this message?
- d) I'd like to leave a message for her.

Two conversations are given below to make you understand how to leave message

- a) A: Good morning, Bell International. How may I help you?
B: Good morning. Can I speak with Mr.John Parker?
A: Mr.Parker is not in as yet. He'll be at work only after two in the afternoon. Who's calling, please?
B: This is Archana Varma from Cochin
A: Would you like to leave any message, Ms.Varma?
B: Yes, could you tell him that the meeting scheduled for the 18th has been postponed? We are now looking at the 22nd or the 23rd. Please ask him to call me back and confirm the suitability of either of these dates.
A: Meeting of 18th postponed. Possible fresh dates are 22nd or 23rd. You want confirmation, right?
B: That's right
A: Can I have your first name again, ma'm?
B: It's Archana – A-R-C-H-A-N-A
A: I got it. Can I also have your telephone number?
B: Well, Mr.Parker has my number.
A: Thanks. I'll leave the message for him.
B: Thanks so much. Bye
A: Bye.....
- b) A: This is Tanya. Can I speak to Anurag Hegde?
B: Mr.Hegde is in a meeting. Can you call back after 12:30?
A: Uh.... I'm afraid I won't be able to. Can I leave a message for him?"
B: Sure, please tell me.
A: This is about Dr.Anita William's visit.
B: Dr. Anita William?
A: Yes, she's free to visit your factory on the 14th or the 16th of next month. Could you ask Mr.Hegde to speak with Dr.William and confirm which of these dates is convenient for him?
B: 14th or 16th of next month, right?
A: That's it
B: All right, I got it

A: Thank you. Bye

B: Bye

Leaving a message on an answering machine

At certain times when the person you are calling is not available, you can hear an answering machine answering the phone call. The machine usually asks you to leave a message. You are expected to say whatever you want to tell the person and your message gets recorded on the machine. This helps the person to listen to the recorded messages when he/she returns and take suitable action.

In each situation the answering machine will answer like this.....

You are trying to reach (name). Unfortunately he/she is not available. Leave a message for her/him.

Now, lets discuss what all things must be included while leaving a message in the answering machine and in what sequence are the details given?

- a) Your name
- b) Matter

Read the following messages:-

- a) You are Mr.Sam. Your company has decided to conduct a conference tomorrow at 10 am. Now it's postponing the conference to day after tomorrow due to some unforeseen reasons.

Message

This is Mr.Sam. There's a change in tomorrow's conference. The Managing Director of our company was hospitalized due to severe fever. So tomorrow's conference has been postponed to day after tomorrow. Please, do attend the meeting.

Thank you

- b) You are Sheryl Singh. You are scheduled to meet Mr.Dhanraj Naik tomorrow at 10am. You are unable to meet him as scheduled because you have to go out of town on an emergency. You expect to come back to town in two or three days. You will call him after your return. Do not forget to make an apology for not being able to keep the appointment.

Message

This is Sheryl Singh. I am sorry to tell you that I won't be able to see you tomorrow at 10 in the morning because I am going out of town on an emergency. I hope to get back in two or three days. I'll call you when I'm back.

- i) You are Sandhya Rao, customer service executive with ICT Bangalore. You have fixed an appointment for Aparna Sen with Mr.Alok Bhalla, Director, ICT, and Bangalore at 11:30 am tomorrow. Aparna Sen wanted to discuss two important projects with Mr.Balla. However, Mr.Balla is free only for half an hour. So the discussion will be only on one of the projects.

Message

I'm Sandhya Rao from ICT, Bangalore. I'm calling about your appointment with Mr.Bhalla our Director, tomorrow at 11:30 am. Mr.Bhalla will be free only for half an hour and so he wants you to be informed that he'll be able to discuss only one of the two projects.
Thank you.

Unit – 4

MAKING REQUESTS

As in face to face communication, in telephone conversations too it is important that requests are made using appropriate language. While it is difficult to say ‘no’ to a request when talking to someone face-to-face, people find it easy to do so when talking on the phone. So it is important all requests are made in the most appropriate manner. So that it yields the desired result.

Read the following dialogues. Two versions of each call are given. Identify how they are different from each other. Which of them works better? Find out.

- a)
i) A: Hello, 6093367
B: Hello. Is this Mrs.Khanna?
A: Mrs.Khanna is away at Kanpur. Who's calling?
B: Parvati Bose
A: Mrs.Khanna will be back next Monday.
B: Ask her to call me back
A: Well, OK
B: Thanks, Bye
- ii) A: Hello, 6093367

B: Hello. Can I speak to Mrs.Khanna, please?

A: Mrs.Khanna is away at Kanpur. May I know who's calling?

B: Parvati Bose

A: Mrs.Khanna will be back next Monday. Can I take any message?

B: Could you ask her to call me back?

A: Yes, sure

B: Thank you. Bye.

b)

i) A: Good afternoon, Railway enquiry.

B: Tell me which trains are there from Hyderabad to Delhi?

A: Dhakshin Express, AP Express and Rajadhani Express

B: What time do they leave?

A: 22:30 hours, 7:10 am and 6:50 am respectively.

B: Daily?

A: Yes

B: Thank you

ii)

A: Good afternoon, Railway enquiry.

B: Can you please tell me which trains are there from Hyderabad to Delhi?

A: Dhakshin Express, AP Express and Rajadhani Express

B: Would you mind telling me at what time do they leave?

A: Sure, I'll tell you..... 22:30 hours, 7:10 am and 6:50 am respectively, Sir.

B: Daily?

A: Yes, Sir

B: Thank you for your help.

c)

i) A: Is that Natasha?

B: Yes

A: Hi, Natasha. Could you pick up Charlie on your way? I'm getting a little late.

B: No problem. I'll do it

A: Thanks, bye

B: Bye

ii) A: Is that Natasha?

B: Yes

A: Natasha, I'm coming to work late. Pick up Charlie on your way Ok?

B: Well, OK

A: Thanks, bye

B: Bye

d)

i) A: Can I speak with Mr.Rajesh Reddy?

B: Speaking

A: Mr.Reddy, I'm Ajay calling

B: How are you Ajay?

A: I'm fine

B: Tell me what I can do for you.

A: I'm working on a project on biotechnology

B: Okay.....

A: I was wondering if I could discuss some aspects of this with you.

B: When do you want to come in?

A: At your convenience

B: Can you make it on Monday at say four in the afternoon?

A: That's very kind of you. Thank you so much

B: That's Okay.

ii) A: Can I speak with Mr.Rajesh Reddy?

B: Speaking

A: Mr.Reddy, I'm Ajay calling

B: How are you Ajay?

A: I'm fine

B: Tell me what I can do for you

A: I want to discuss my project with you. So I want to see you

B: I'm not free now

A: So shall I see you later next week?

B: Check with me next week, all right?

A: Ok. Thank you.

The choice of expressions for making requests will depend on who you are talking to, what your relationship is with the person and what kind of context or situation it is (formal or informal)

Some useful ways of making requests are given below

- a) Can you call me back after half an hour?
- b) Could you delay it by a day?
- c) Send it by speed post, could you?
- d) Do you mind if we postpone it by three days?
- e) Would you mind telling me when it's convenient for you?
- f) I was wondering if I could see you tomorrow
- g) Will you give me the recipe for the cake you baked?

In communication, indirect requests are considered more polite than direct requests. Example

Direct: Send me the papers tomorrow

Indirect: Can you send me the papers tomorrow

Exercise – 1

Turn these direct sentences into indirect requests

- i) Shut the door
- ii) Meet me at the lobby
- iii) Give me those reports
- iv) Make the picture a little darker
- v) Tie up the bag
- vi) Ask Lily to speak to me.
- vii) Send the report to me in two days
- viii) Call Anna and ask for a new folder.

In a real conversation, we usually use a combination of indirect requests and wh-questions.

Example

A: Good morning, railway enquiry

B: Good morning. I would like to travel from Hyderabad to Cochin by II AC sleeper on 21 February. Can you tell me if berths are available on that date?

A: 21 Feb.....mm. By II AC, right..... there you are. Yes, sir. It's available.

B: And what would be the single fare?

A: It's Rs.1440

B: Thanks

A: Thank you

Fill the dialogues given below. You may use wh-questions too along with indirect requests.

1) Meghana: Hello.....?

Karuna: Yes. Karuna here?

Meghana: I'm Meghana

Karuna: Hi Meghana! How are you?

Meghana: Fine. Thanks

Karuna: Whats the matter?

Meghana:

Karuna: Ya..... Sure, I'll come with you.

Meghana: Thank you

Karuna: It's Ok

2) A:

B: The station? Its right there

A: No. I'm talking about the police station

B: Oh, I see. It's on James Street

A:

B: mm..... mm..... Just about 2 km from here.

A: That's great. One other thing.....?

B: Change for five hundred? I'm sorry, I've none at all.

A: That's Ok. I'll try in a shop

3) A: I'm Mr.Raj, calling from Ram Nagar. Is this hotel Regency?

B: Yes, How can I help you, Sir?

A:

B: Change tomorrow's reception? Ok, to which date, Sir?

A:

B: To the seventeenth of this month. Please hold on. Let me check

A: Ok, I'll wait

B: You are lucky, Sir. This date can be fixed. No other bookings on that day.

A: Ok, then. Thank you

B: You are welcome Sir.

Unit – 5

ASKING FOR AND GIVING INFORMATION

There are many occasions when you have to give the caller some information on the phone. On certain occasions the listener may want to make a note of the information that you give.

Some useful expressions that may help you in giving information are:-

Sender	Receiver
Ready	Go ahead
Have you got that?	Got that
Anything else?	That's all
Could you read that back to me	Could I read that back? Would you like me to read it back to you?

Read the following dialogue:-

A: Hello, how may I help you?

B: Hello. I'm Mr.Roy. Can you please tell me the Territorial Manager of your company Mr.Raj's address?

A: Sure, Ready?

B: Go ahead

A: Mr.Raj, 12B, Giri Nagar

B: Is it 12B?

A: Yes 12B, B for boy?

B: OK

A: Giri Nagar, Palarivattam, Cochin-12

B: That's very nice of you. Thanks a lot

A: You are welcome

There are occasions when we have to spell words over the phone. When the listener has difficulty in understanding the sound of a particular letter, it is useful to give a word beginning with that letter that you think is familiar to the listener.

Example:-

i) A: Can you spell the word for me, please?

B: It's P-A-N.....

A: I'm sorry is that first letter P or B?

B: Its P..... P for Parrot

ii) A: How do you spell the name?

B: It's D-E-B.....

A: I'm sorry, is it B or V?

B: It's B for Bombay

Exercise – 1

For each of these letters, write the name of a place, person or thing that you think will be globally understood.

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.

Exercise – 2

Imagine you are talking to a foreigner who is not familiar with these names. Dictate the words to him:

First one is done for you

i) DEVI - Its D-E-V-I

D for Doll

E for Egg

V for Van

I for Ink

- ii) ICSE
- iii) KOZHIKODE
- iv) PAYASAM
- v) BIRIYANI

Besides indirect requests using can or could, we use wh-questions for different purposes. Some useful phrases are given below.

- a) Asking for information – what is the new offer about?
- b) Asking about place – where can I send it do?
- c) Asking about choices – which is the shortest way to get there?
- d) Asking about reason – why should I pay for it a second time?
- e) Asking about manner – how do I place an order for this

Exercise – 3

Fill in the right question word in the following blanks

- i) You want to know the arrival time of the train
..... Is it expected?
- ii) You want to know the reasons for being charged.
Can you tell me I am being charged a late fee?
- iii) You want to know the name of the person. You should report to for the interview.
..... should I report to when I arrive?
- iv) You want to know the exact location of an office on M.G.Road.
Can you tell me on M.G. Road your office is?
- v) You want to know the road you should take from the round about
Could you tell me road!
Should I take from the round about
- vi) You want to know the approximate distance to the station.
..... far is the station from your office?

Exercise – 4

What question would you ask for each of the following situations?

- i) You want to know the spelling of the Director's name
- ii) You want to know the caller's credit card number
- iii) You would like to know the mode of payment of fees.
- iv) You want to know the reason for the delay in delivery of the books you have ordered.
- v) You want to know when you will receive a reply to your letter.
- vi) You want to know where you should meet your friend in the evening

Exercise – 5

You want to buy a new car. Call a sales executive and find out the details of the car – company name, mileage, colour, amount etc.

ANSWERS

Unit – 5

Exercise – 3

- a) At what time is it expected?
- b) Can you tell me why I am being charged a late fee?
- c) Whom should I report to when I arrive?
- d) Can you tell me where on M.G.Road your office is
- e) Could you tell me which road I should take from the round about
- f) How far is the station from your office?

SELF CHECK QUESTIONS:

1. What is communication? How does communication take place?

HINTS: define communication-its characteristics-conditions where it takes place

2. What is Group discussion? What are the skills required for the effective participation in a group discussion?

HINTS: group discussion-communication skills-interpersonal skills-leadership skills-problem solving skills

3. Types of Group discussion? Describe the different roles in group discussion?
4. Describe the etiquettes involved in telephonic conversation.

MODULE -IV

READING

Objectives

1. To learn how to choose a required text for information.
2. To understand about different reading skills.
3. To learn how to improve vocabulary.
4. To explore strategies to comprehend textual information

UNITS

1. Reading
2. Choosing What to Read
3. Surveying a Text

4. Identifying Important Points
5. Making Inferences
6. Reading Texts and Graphics
7. Comparing Sources
8. Reading Critically
9. Comparing View Points
10. Reading for Research

Unit -1

READING

As students, you will find that there is always too much to read. Your reading is influenced by many factors. The nature of the content, familiarity with the subject matter and language competency are some of these. When you read, it is important that you have a clear purpose. Purposeful reading saves time for you to spend on other study activities. Sometimes you need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically. For that, you have to develop certain reading skills. There are different strategies for reading. To narrow down your choice of texts to read you use the following reading methods.

- i) Surveying
- ii) Skimming
- iii) Scanning

Once you have shortlisted your texts for detailed reading you use the following reading methods.

- i) In-depth reading
- ii) Critical reading

Surveying

Surveying a text means reading to obtain a general idea of its contents. Reading for a general idea depends on good sampling. Sampling means knowing where to look and also knowing which parts of the text can help us most. We read a little, take a sample and predict what will come next. The sample provides clues as to how the text will continue. Then we take another sample and adjust our prediction. Each time, the sample provides clues as to how the text will continue, because we don't read everything when we read to get a general idea. This kind of reading also depends on good prediction skills. Effective sampling comes with experience and it helps you to make predictions more accurately.

Skimming

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning.

To skim a text

- i) Establish questions prior to reading.
- ii) Allow your eyes to move quickly over a page until you find a relevant section.
- iii) Look for keywords or names. Phrases such as *on the other hand* and *finally* often signify a summary of the author's main arguments or conclusions.
- iv) When you locate information requiring attention, slow down to read the relevant section more thoroughly.

Skimming is used to quickly identify the main ideas of a text and it is not a substitute for thorough reading.

Scanning

Scanning means reading to find specific information. You have a specific target and you search the text quickly for the information you need. Scanning is one of the reading skills you require to locate information quickly using the index of a text book. To do this, identify the keywords in your search item. Then let your eye go up and down the index columns until you find references beginning with the keywords. Then focus more finely to search for the specific references you want. With practice, you can become faster at scanning by narrowing the area you scan as quickly as possible.

Sometimes you may not be able to find the information you want in an index, although the book may contain all the information you need. If you cannot find your topic, first make sure that you are using the correct keyword. Often more than one keyword is possible. For example, *The eclipse of the Moon* may be listed in an index as:

Eclipse, of the Moon

Or

Moon, eclipse of

Task

Each of the following topics (1-10) comes from a geography text book; match them with a more general keyword (a-j) from the index.

Topic	Index Keyword
-------	---------------

1. Railways	a) ores
2. cultivation of oranges	b) urbanization
3. troposphere	c) sea routes
4. cotton growing	d) mining
5. under population	e) transportation
6. Panama canal	f) Climate
7. growth of New York	g) atmosphere
8. uranium	h) population
9. coal production	i) industrial crops
10. rainfall	j) citrus farming

Word study

Words are one of the first problems that readers face, that is, words which are unfamiliar, words which change, and words which are missing. To avoid repetitions, writers often use different words in a text to refer to the same thing i.e., they use synonyms or pronouns. There, the meaning remains the same but the words change. Sometimes they also omit words or phrases.

Words which substitute for other words

1. Use of synonyms

Example

Before accepting information published in *a book*, you should spend a few minutes examining its structure. *The work* is likely to be authoritative if produced by a publisher who specialises in the field. The foreword, preface or introduction will often summarise the purpose of *the volume*.

Here *book*, *work* and *volume* mean the same thing. They do not signal new topics. They are synonyms. This recognition will be of help while you are reading a text.

2. Use of pronouns

Example

The index can reveal the scope of the book by listing *the topics* discussed and the number of pages devoted to *them*. *It* can also reveal bias by the number of references under particular topics.

To avoid repeating a noun, writers may change it to a pronoun. In this example *topics* becomes *them*; *index* becomes *It*. If you have difficulty with a pronoun, look back in the text to find the noun referred to.

Omission of words

Sentences which appear to have words missing may also cause problems. Sometimes writers omit words to avoid unnecessary repetition.

Example

- a) It is important that you have a clear purpose when you read. If not, you may waste valuable study time.
- b) It is important that you have a clear purpose when you read. If you *do not have a clear purpose*, you may waste valuable study time.

Here *if not* in the first sentence stands for *it you do not have a clear purpose.*

Example

- a) Dictionaries and encyclopedias are important information sources. Both can be found in the reference section of your library.
- b) Dictionaries and encyclopedias are important information sources. Both *dictionaries and encyclopedias* can be found in the reference section of your library.

Here *both* in the first sentence stands for *dictionaries and encyclopedias.*

Vocabulary building: Making word cards

One way of remembering the important words in Academic English is to keep a vocabulary notebook or a set of word cards. You can include the following information about a word in your word card.

1. Translation in your language
2. Part of speech
3. Pronunciation
4. Example sentence
5. Words with a related meaning
6. Words which are related grammatically
7. Words which occur together with the key word (collocations)

Study this example of a word card:

Key word	Translation
Publication	
Part of speech	Pronunciation
Noun	pʌblɪkeɪʃn
Example	Related meaning
She is a prolific writer with many publications in her field	book, article, paper
Related grammatically	Collocations
publish, publisher	official +, research +

Task

Make word cards for the following keywords:

- | | |
|----------------|------------|
| 1. academy | 7. draft |
| 2. acknowledge | 8. exclude |

- | | |
|-------------|-----------------|
| 3. author | 9. focus |
| 4. chapter | 10. guideline |
| 5. conclude | 11. indicate |
| 6. debate | 12. significant |

Unit-2

CHOOSING WHAT TO READ

As you have a lot to read, it is important that you are able to quickly select the most appropriate source for your needs. To do this, you must have a clear purpose for your reading and you must be able to predict which source will help you most to meet that purpose.

Reading with a purpose

When you read, it is important that you have a clear purpose. Having a clear purpose helps you to narrow the choice of book from a reading list. Once you have chosen the book, you have to select the best chapter and section. Having a clear purpose also helps you to locate the most useful part of a text for your needs and to ignore those parts which will not help you.

Making predictions

Making predictions means making intelligent guesses about what a text book, chapter or section contains using only a small sample of the text. By small samples is meant the title, the author, the chapter titles, paragraph etc. It is an important strategy when choosing what to read. The more we know about our subject, the easier it is for us to make predictions because we can relate the sample of the new text to our existing knowledge. When our knowledge of the subject is

limited, we have to make maximum use of all available clues to predict well. Predictions can be made by

i) using the catalogue

A catalogue gives you some important details like the title, the author and the year of publication. The title gives you an idea about the topics covered by the book. The author's name should help you predict the quality of the book and its expertise in that area. The date helps you to understand if the book is of current relevance. You thus decide to choose the book that you need.

ii) looking at the contents pages

The table of contents with its subheadings will help you to predict whether your questions on a topic can be answered. Making accurate predictions from chapter headings can help you make the right choice in what to read and can save you valuable study time.

A typical textbook has this structure:

Introduction

Contents

Chapters

1

2

3

etc.

Further Reading

Appendices

Index

iii) looking at the features of the selected chapters

When you have selected a suitable textbook and identified the chapters most appropriate to your needs, it is useful to see what help is given in each chapter to enable you to read it effectively.

Given below are some common chapter features:

1. Title
2. Introduction
3. Section headings
4. Sub-section headings
5. Highlighted words
6. Diagrams and illustrations (graphics)
7. Summary
8. Suggestions for further reading
9. Problems/Tasks
10. Notes/References

The best guide to the organisation of the chapter and the topics it covers is provided by the introduction and the section headings. Using these samples, you can predict the topics covered. You can check your predictions using the summary. Summaries can help you in two further ways. They can provide a quick overview of the whole chapter before you read it. They can also provide a useful comprehension check after you have read the chapter. If time is short, read the summary instead of the whole chapter. You may refer back to the chapter for points that are not understood. Sometimes graphics provide summaries which are easy to read.

Task

Read through the list of seven students. Then study the print out from an online catalogue search for books on study skills which follows. Choose the best book for each student.

1. A student anxious about a forthcoming examinations.
2. A college student wanting advice on how to prepare a report.
3. A student who wants advice on all aspects of study.
4. A student preparing for a BA in sociology wanting general advice.
5. An MBA (Master of Business Administration) student who does not have enough time to get through long reading lists.
6. A Student who has problems taking notes in lectures.
7. A mature student going to college for the first time and worried about studying on her own.

Title (long)	Author	Date
Getting organized	Fry, Ron	1997
Guide to learning independently	Marshall, Lorraine A	1998
How to manage your study time	Lewis, Roger	1994
How to pass exams without anxiety	Acres, David	1992
Learn how to study: a realistic approach	Rowntree, Derek	1998
Lectures: how best to handle them	Race, Phil	1989
MBA hand book: study skills for managers	Cameron, Sheila	1997
Reading at university: a guide for students	Fairbairn, Gavin	2000
Student's guide to exam success	Tracy, Eileen	2001
Study skills and tomorrow's doctors	Bullimore, David W.	1998
Studying for a degree in the humanities and the social sciences	Dunleavy, Patrick	1986
Successful study for degrees	Barnes, Rob	1995
Writing essays	Williams, Kate	1995
Writing reports	Williams, Kate	1995

Task

Look at the Table of Contents given below. Which chapter would you consult for information on the following?

1. Changes in population age profiles in Western Europe.
2. Oil consumption in Africa.
3. Key factors in shaping the recent past.
4. The growth of Beijing.
5. The role of nations in a unified Europe.
6. Euros and dollars –will both prevail?
7. Effects of developed world demand on developing world agriculture.
8. Production of western consumer goods in developing world countries.
9. Nomadic peoples in the 21st century.
10. Societies before industrialisation.

SECTION 1 THE WORLD BEFORE GLOBALIZATION: CHANGING SCALES OF EXPERIENCE

Chapter 1	Pre-capitalist worlds
Chapter 2	The rise and spread of capitalism
Chapter 3	The making of the twentieth-century world

SECTION 2 SOCIETY, SETTLEMENT AND CULTURE

Chapter 4	Cities
Chapter 5	Rural alternatives
Chapter 6	Geography, culture and global change

SECTION 3 POPULATION, RESOURCES AND DEVELOPMENT

Chapter 7	Demographic transformations
Chapter 8	Resources and development
Chapter 9	Changing geographies of global food production
Chapter 10	Alternative geographies of global development and inequality

SECTION 4 PRODUCTION, EXCHANGE AND CONSUMPTION

- Chapter 11 The geography of the economy
- Chapter 12 The global production system: from Fordism to post-Fordism
- Chapter 13 The global financial system: worlds of monies
- Chapter 14 Worlds of consumption

SECTION 5 GEOPOLITICS, STATES AND CITIZENSHIP

- Chapter 15 Geopolitical traditions
 - Chapter 16 The place of the nation-state
 - Chapter 17 States, citizenship and collective action
- Conclusions Challenges and promises

[Source: Daniels,P., Bradshaw,M., Shaw,

D. and Sidaway, J.(2001) *Human*

Geography: Issues for the 21st

Century(Harlow: Prentice Hall)

Now check your answers with the key given below:

1. Chapter 7
2. Chapter 14
3. Chapter 3
4. Chapter 4
5. Chapter 16
6. Chapter 13
7. Chapter 9
8. Chapter 12
9. Chapter 5
10. Chapter 1

Task

Read the excerpt given below and prepare a list of questions.

The golden Temple stands in the city of Amritsar. It is most sacred to Sikhs. It stands in the heart of the city of Amritsar. The Temple stands in the centre of a big tank which is always full to the brim with clear water. The tank was excavated by Guru Ram Dasji in the year 1589. On all the four sides of the tank runs a broad path paved with beautiful marble tiles. A marble causeway leads to the temple proper. The walls of the temple are also made of marble. There are beautiful floral decorations on the walls. These are inlaid with precious stones. The temple has a gilded dome. It has four doors instead of one. The temple is open to all castes and creeds. The reflection of the temple in the clear water of the tank is a sight to see.

Task

Read the given passage and make a list of questions.

The achievement of science in the twentieth century has been very great. Its influence can be felt in every sphere of life. From the small pins and needles to the huge iron sheets and joints, most of the things we require for our everyday use, come out of factories where scientific principles are utilised for practical ends. Science has enabled man to bring forces of nature under control and to use them for his own advantage. It has brought the distant parts of the world close together. Our knowledge of the universe has been much widened on account of the untiring efforts of the astronomers. Remarkable cures of human diseases have been possible owing to the discovery of some wonderful medicines.

Word Study: Dealing with unfamiliar words

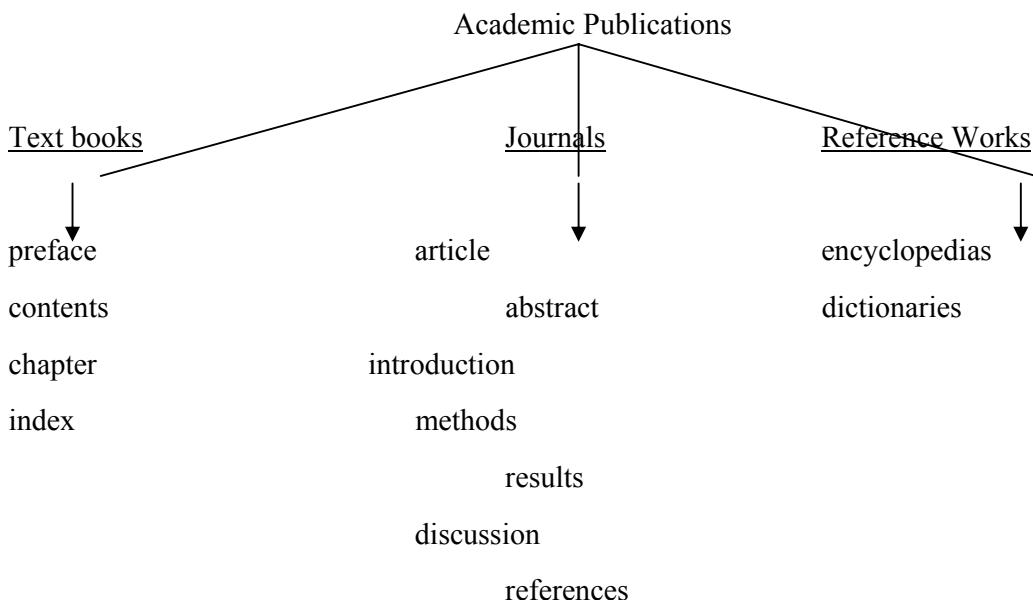
Unfamiliar words pose difficulty in reading. So it is very important to build up a vocabulary. However, it is impossible to know the meaning of the large number of words encountered while reading. The first decision to make when faced with an unfamiliar word is ‘Do I need to know its meaning?’ You can only answer this question if you have a clear purpose in your reading. The second decision to make when faced with an unfamiliar word is ‘Do I need to know its exact meaning or its approximate meaning?’

Most of the time when you read, an approximate meaning is sufficient. There are some strategies for finding approximate meaning. The first step is to identify what kind of word it is—noun, verb, adjective etc. This limits the range of possible meanings. You can identify what kind of word it is by noting its position in the sentence. You can also look for clues in the form of the word, i.e., verb endings.

Word study: Building an academic vocabulary

Knowing the headwords in the Academic Word List, Appendix, and the other members of their word families, will help you with your academic reading. Remembering these words is not easy. One way of remembering words with related meanings is to group them in sets.

Example



Unit -3

SURVEYING A TEXT

You have already learnt what ‘surveying a text’ means. When you survey a text, make sure that you select good samples. Only then will you be able to get a general idea of a text.

Linking words

While sampling will help us to obtain a general idea of a text, we need to know how the facts and ideas which compose the text are linked to understand the meaning of the text in detail.

Authors sometimes use linking words and phrases to mark the connections between the ideas in their writing. Knowing these words will help you both to understand how the ideas in a text are connected and also to make more accurate predictions as you read.

Some linking words are given below:

1. Linking words for *reason* :- because, since, for, as
2. Linking words for *contrast* :- whereas, but, although, however
3. Linking words for *conclusion*:- Consequently, as a result, therefore, hence
4. Linking words for *rephrasing*:- in other words, that is
5. Linking words for *example* :- for example, for instance
6. Linking words for *addition* :- furthermore, in addition, moreover, besides.

Task

Read the following passage and fill in the blanks with suitable linking words from the two alternatives given.

RELIABILITY AND VALIDITY

Reliability and validity are key concepts in any form of enquiry. Reliability is a measure of consistency. *Furthermore/For example*, if a clock is sometimes fast and sometimes slow, it is unreliable. If a questionnaire produces different results for the same group of people each time it is used, then the questionnaire is unreliable.

Validity is a measure of truth. It is possible for a questionnaire to be highly reliable yet invalid, like a clock which is always ten minutes slow. *In contrast/In other words*, a clock which is always right provides a valid and reliable measure of time. Similarly, a questionnaire which really measures what it claims to measure is a valid questionnaire. We can assess how valid our questionnaire is by comparing its results with an independent measure. *In addition/For instance*, if we ask people how often they visit their local theatre and then check the results against ticket sales, we will know how valid our questionnaire is. *However/Because*, often independent measures are themselves unreliable and of low validity. *Furthermore/Consequently*, in many cases there are no independent measures. *In other words/However*, a ‘true’ answer does not exist.

Word study: Using immediate context

We can guess the meaning of unfamiliar words by

- identifying the part of speech each word belongs to (e.g., noun, verb, adverb, adjective, etc.)

Task

The extract below contains some words in bold type that may be unfamiliar to you. Try to guess the meaning of each word by identifying the part of speech it belongs to. Go through the table given below and check your answers.

Questionnaires have certain obvious advantages; but they also have **drawbacks**. **Spontaneous** answers cannot be distinguished from thought-out answers. Questions can be misunderstood because it is difficult to avoid **ambiguity** except in the most simple questions. Different answers cannot be treated as independent since the subject can see all the questions before answering any one of them.

Word	Part of speech	Meaning
drawbacks	Noun	disadvantages, limitations
spontaneous	adjective	unplanned, immediate, without thinking
ambiguity	noun	unclear meaning because there could be two meanings

- By examining the immediate context of the word, that is, the sentence in which it appears. Often the sentence contains enough clues to help you to get an approximate meaning of the word. Linking words can help.
- Questionnaires have certain obvious advantages, but (=expect a contrast) they also have draw backs.

The linking word *but* denotes a contrast. The contrast is between *advantages* and *drawbacks*. Thus if you know the meaning of one of these words, you can find out the meaning of the other. Hence we can work out that *drawbacks* means *disadvantages*.

- Spontaneous answers cannot be distinguished from (=expect an opposite) thought-out answers. Here the meaning of *spontaneous* is identified as opposite of *thought-out*. In other words, *spontaneous* means *without_thinking*.
- Questions can be misunderstood because (=expect a reason) it is difficult to avoid ambiguity.

In this case the linking word *because* suggests that *ambiguity* is the reason why something may be misunderstood.

Task

Read the following sentences and guess the meaning of the italicised words-by using the clues in the sentence.

1. The interview is a *flexible* tool which can be altered to suit its role in the study.
2. Replies can be more *candid* since respondents do not have to commit themselves in writing.
3. The interviewer can distinguish between a genuine and an *insincere* response.
4. Interviewers can control the sequence of items; hence the respondent cannot look ahead and *anticipate* the trend of the inquiries.
5. The problem of taking full note of a conversation during an interview is usually solved by *restricting* writing to marks or numbers.
6. Interviews may give an *inkling* of their own opinion or expectations by their tone of voice, the way in which they read the questions, or simply by their appearance, dress and accent.
7. Questionnaires can be *anonymous* – but not if identification is required for follow-up study.
8. Respondents fill in their own answers and so cannot be *misheard*.

Now check your answers with the key given below

1. flexible = adaptable ('can be altered')
2. candid=frank ('since...not have to commit themselves')
3. insincere=not genuine ('distinguish between a genuine...')
4. anticipate= predict ('look ahead')
5. restricting=limiting ('problem...full notes...solved...marks or numbers')
6. inkling= hint ('tone...way...appearance, dress and accent')
7. anonymous=without identification ('but not if identification is required')
8. misheard=misunderstood ('fill in their own...and so cannot be...')

Word Study: Collocations

Collocation refers to the characteristic co-occurrence patterns of words. Collocations are word partnerships. Some words naturally partner with other words. For example, 'strong tea' and 'powerful engine'. Both 'strong' and 'powerful' have similar meanings but we cannot say 'powerful tea' and 'strong engine'. Another example: 'Fasten your seatbelts'; not tighten your seatbelts'. Learning collocations is an important part of learning the vocabulary of a language. So when you learn a new word, remember to write down other words that collocate with it. There are different types of collocation made from combinations of verb, noun, adjective etc. some of the most common types are:-

1. Adverb + Adjective

completely satisfied
utterly stupid
richly decorated

2. Adjective + Noun

excruciating pain
regular exercise
major problem

3. Noun + Noun

a surge of anger
round of applause
a sense of pride

4. Noun + Verb

lions roar
plane took off
dogs bark

5. Verb+ Noun

commit suicide
commit murder
launched the product

6. Verb + Expression with preposition

burst into tears
filled with horror

7. Verb + Adverb

whispered softly
walk slowly
wave frantically

The table given below lists a number of common academic head words with their collocates alongside. Study it carefully.

Collocates	head word	collocates
	Appropriate	response
	Asses	situation
Legitimate	Authority	
	Conclude	agreement
come to	Conclusion	
Experimental	design (N)	
	display (V)	findings
Market	Economy	
	Enforce	law
	Evaluate	progress
	Exceed	limits
Scientific	Method	
	Normal	circumstances
Changes	Occur	
	Positive	transfer
	Primary	education
Medical	research (N)	
	Specific	gravity
class	structure	
	theory	evolution

Unit -4

IDENTIFYING IMPORTANT POINTS

In unit 3 we studied how to survey a text to obtain a general idea of its contents. We found that good sampling, i.e., making intelligent guesses based on these samples, were important when reading for a general idea.

Identifying what is important in a text depends on good sampling but it also depends on knowing what to look for—the clues that help us to identify the important points and to separate them from the less important details.

Sign post expressions

Signpost expressions are clues which help you to find the important parts of a text. They can also warn you that some things in the text are not so important.

Some of the signpost expressions are given below

1. These phrases indicate an important point:

The main/important point/reason...

The point to note here...

Above all...

2. Signposts showing how many important points to expect:

There are three major barriers...

3. Important points may be highlighted using *italics*, **bold** type or CAPITALS.

An important requirement for development is **freedom from debt**.

4. Signposts indicating contrast:

But, however, whereas.

The rising birth rate is not due to increased fertility, *but* to a sharp decline in the death rate.

5. Asking a question in a text is a way of highlighting the answer that follows. For example:

Why is a piped water supply so important? Disease due to contaminated water is a common cause of death in childhood.

6. Signposts used to repeat an important point:

In other words, to put it differently

Death control can be achieved autonomously. *In other words*, the death rate can be cut without anything else changing.

7. Signposts for conclusion will help you find the main point or result.

Therefore, the result, in conclusion, we can conclude etc.

8. Examples are signposted by phrases such as:

For example/instance, such as, to illustrate, these include

Punctuation is also used for this.

The developing countries are dependent on cash crops-sugar, coffee, cotton.

Task

Read the given passage and identify the signposts used.

The main reason for the reduction in the death rate in the developing world has been improved public health measures. For example, in Sri Lanka the death rate was halved over ten years by spraying the mosquitoes which carry malaria. Why is it so easy to cut the death rate in this way and yet so hard to reduce the birth rate? One answer is that public health measures can be very cheap. Anti-malarial spraying is inexpensive. But this is not the important point. For birth control programmes to be successful a change in attitude is required whereas death-control can be achieved autonomously. In other words, the death rate can be cut without anything else changing.

Text organization

Signpost expressions are also used to indicate how the text is organised and to show when new topics are introduced.

Some of the signpost expressions for text organisation are given below.

1. Signposts which show the order in which topics will be covered.

There are three major reasons: ... I will discuss them first

2. Signposts which indicate a change of topic:

Let us consider now...

Having dealt with...

Next...

Lastly...

Asking a question in a text can both indicate a change of topic and highlight the answer.

Can the process of desertification be halted?

3. Signposts which indicate the end of a topic or the end of a text:

We may conclude that

In conclusion

Word study: Building an academic vocabulary.

Apart from word card construction and grouping words into families, vocabulary can also be built by grouping words into sets according to their meanings.

Task

A list of words is given below. All these words share the idea of causing something to happen. Group them into the following sets.

- 1) Cause + START
- 2) Cause + MORE
- 3) Cause + HARM
- 4) Cause + LESS

aggravate	dislodge	increase	reduce
create	double	lower	restrict
cut	halve	precipitate	set off
damage	hamper	raise	worsen

Now check your answers with the key given below:

1. **Cause + START**

Create

set off

dislodge

precipitate

2. **Cause + MORE**

increase

raise

double

3. **Cause + HARM**

aggravate

worsen

damage

hamper

4. **Cause + LESS**

reduce

halve

restrict

cut

lower

Unit-5**MAKING INFERENCES**

Sometimes it can be difficult to understand a text because it contains few linking words and few signposts expressions. In such situations we have to make use of two kinds of information to make sense of what we read.

1. Information from the text, i.e., clues from the words, sentences and ideas which make up the text.
2. Information we provide ourselves, i.e., clues from outside the text, from our own knowledge of the world.

Study the given examples

1. Statement: Bats eat moths. One species of moth has developed exceptional hearing which gives it a considerable advantage over other moths.

Question: Why is it an advantage that one species of moth has developed exceptional hearing?

<u>From the text</u>	<u>Knowledge of the world</u>
Bats eat moths	Bats produce high-frequency
+ sound inaudible to many species.	

One kind of moth has exceptional hearing.

Answer: This moth can hear the sound of hunting bats and evade them.

2. Statement: Parents who do not have their children vaccinated put not only their own children at risk but the whole community.

Question: Why is this so?

<u>From the text</u>	<u>Knowledge of the world</u>
parents who do not have children vaccinated put their children and whole community at risk.	immunisation is necessary to prevent spread of infection

Answer: They may infect other children and unimmunized adults.

Combining information in this way is called making inferences. It is one of the most important reading skills to develop.

Task

Answer the questions that follow each of these statements.

1. Some types of fishing net are killing large numbers of immature fish. Increasing the size of the mesh would solve the problem. *How would this help?*

2. Before Ross's research into malaria, it was considered dangerous to spend the night in damp areas.

What did Ross disprove?

Now compare your answers with the key given below:

1. The young fish can escape through the larger spaces.
2. That malaria was caused by breathing bad night air from wet areas.

Note taking: Linear notes

Taking notes is an important way of learning from a text and making it easy to revise our knowledge in the future. When we take notes on a text, we have to do three things.

1. recognise what's important.
2. reduce the important point to note form.
3. show how the important points are linked.

We can reduce the important points by omitting all but the key words and by using abbreviations, either standard or personal. We can use symbols to show the relationship between the points.

Given below is a list of symbols and abbreviations. Study it carefully.

Symbols	Meanings	Standard Abbreviations	Meanings	Other abbreviations	Meanings
=	is equal to	re.	regarding with reference to	govt.	government
>	more than, greater than	etc.	etcetera, and so on and other things	hypoth.	hypothetical
<	less than	viz.	that is to say, they are, namely	prob.	probably
+++	very greatly	c.f.	compare	impt.	important
→	leads to causes, results in	a.k.a	also known as	temp,	temporary
←	caused by, results from, is the effect of	n.b	note well	std.	standard
?	possibly	ca.	circa, about	v.	very
??	unlikely	e.g.	for example, for instance	discussion	discussion

The following symbols and abbreviations are commonly used in note-taking to show how important points are linked. Study it carefully.

Idea	Linking words	Symbols & Abbreviations
Reason	because, since	. . , b .
Contrast	but, in contrast, whereas	BUT
Result	as a result, consequently, so, therefore.	. . , t
Rephrasing	in other words	i.e.
Example	for example, for instance, such as	e.g.
Addition	furthermore, in addition, moreover.	&

State	Example	Symbols
Increase	accelerate, increase, size	↗
Decrease	fall, reduce, slow down	↘
No change	equal, static	=
Pace of change	sharp/ly, steep/ly	↑↑, ↓↓
Change by a set amount	double, treble, halve	2X, 3X, ½X
Possibility	could, may, might	? , ??
Cause and effect	cause, lead to, result in	→
Effect and cause	cause by, due to, result from	←

Task

Prepare notes on the following passage.

POVERTY AND UNEMPLOYMENT

It has been rightly pointed out that poverty and unemployment are two major problems of Indian economy. Poverty stops people from getting education which, ironically, leads to large-scale unemployment. With the ever-rising figures of unemployment in the country's employment exchanges, people often wonder whether taking trouble to educate themselves and their wards is worth all the sacrifices made.

Poverty and unemployment should therefore, be delinked if the Indian economy is to flourish. Poverty must be tackled on a war-footing. This can be done through several poverty alteration programmes that have already been announced, but not properly implemented. Proper implementation is what is required for these poverty alleviation measures to be affective. Former Prime Minister Rajiv Gandhi once remarked that out of every rupee earmarked for poverty alleviation, just 15 paise reached the masses. The rest was gobbled up by bureaucrats and middlemen responsible for implementing these measures. Such a sorry state of affairs must

be put an end to immediately if we have to make a visible dent on the pervading poverty in the country.

The other and equally serious problem of unemployment could be tackled through the vocationalisation of education at all levels. Only those found eligible should be admitted to institutes of higher learning in their fields of specialisation. Students must be encouraged to look for other employment avenues than white-collar jobs. They must be taught the dignity of labour. This can be done only through example, not by utterances from a pulpit. The planners must identify themselves with the problems of the unemployed youth in diverse fields so as to work out a realistic solution. If this can be done, the problem of unemployment will no longer be a spectre haunting the Indian economy. And if we can tackle both poverty and unemployment in the near future, most other problems facing our economy will disappear.

Identifying text structure

Identifying text structure is useful because it helps us understand how the topics in a text relate to each other. It also helps us to give a structure to our notes and summaries.

Texts may be divided into sections, each marked by section headings. Each section may further be divided into paragraphs. When we come to a text, we have expectations about its structure. For example, we may expect the first paragraph to give an introduction and the last to provide a conclusion. A new paragraph may indicate a minor shift of topic and a new section a major shift. However, there can be exceptions. A new paragraph does not always mean a new topic. A single topic may be developed over several paragraphs. A paragraph may include more than one topic.

Task

The following is the title and first paragraph of a text. How would you expect it to be structured?

More than one cure for extinction

- A. The fight to save Australia's koalas is being waged on three fronts: in the laboratory, the forest and the political area.

Answer:- Structure of the text:

The text could be divided into four sections:

1. Introduction
2. The laboratory
3. The forest
4. The political arena.

Word study: Building an academic vocabulary, academic words and related forms.

When you learn a new headword, try to learn the other members of the word family at the same time. This will help you to read with more understanding.

For example:

Verb	Noun	Adjective
analyse	analysis	analytical

Task

Try to find the related forms of each of these headwords.

Verb	Noun	Adjective
Benefit		
compensate		
consume		
contradict		
cooperate		
Create		
Define		
Distort		
emphasise		
finance		
diversify		
Induce		
illustrate		
Invest		

Now check your answers with the key given below:

1. benefit, beneficial
2. compensation, compensatory
3. consumption, consuming
4. contradiction, contradictory
5. cooperation/cooperative, cooperative
6. creation/creator, creative
7. definition, defining
8. distortion, distorting
9. emphasis, emphatic
10. finance, financial
11. diversification, diverse
12. inductance/induction, induced
13. illustration, illustrated
14. investment/investor, investing

Unit -6

READING TEXTS AND GRAPHICS

Academic writers use graphics for many reasons. Graphics are used in all subjects but are particularly common in the sciences. Graphics, sometimes, are self-explanatory but often they have to be read along with the text to be understood. Both text and graphic contribute to the meaning. The kind of graphics we use depends on the kind of information to be presented. Graphics give general information and specific information. Some of the most common types of graphics are:

- | | |
|-----------------------|-------------------------|
| 1. Table | 5. Horizontal bar chart |
| 2. Graph | 6. Pie chart |
| 3. Flowchart | 7. Tree diagram |
| 4. Vertical bar chart | 8. Schematic diagram |

1. Table

SUBSTANCES

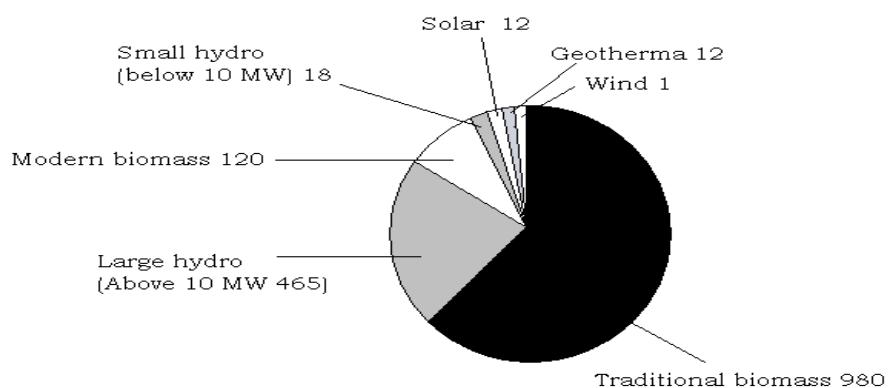
ACID	NEUTRAL
Hydrochloric Acid (HCL)	0.0
Gastric Juices	1.0
Lemon Juice	2.3
Vinegar	2.9
Wine	3.5
Tomato juice	4.1
Coffee (black)	5.0
Acid rain	5.6
Urine	6.0
Rain water	6.5
Milk	6.6

Pure water	7.0
Blood	7.4
Baking soda solution	8.4
Borax solution	9.2
Toothpaste	9.9
Milk of magnesia	10.5
Limewater	11.0
Household ammonia	11.9
Sodium hydroxide (NaOH)	14.0

Information given

The P^H of common substances; can also be shown by a bar chart.

2. Pie Chart

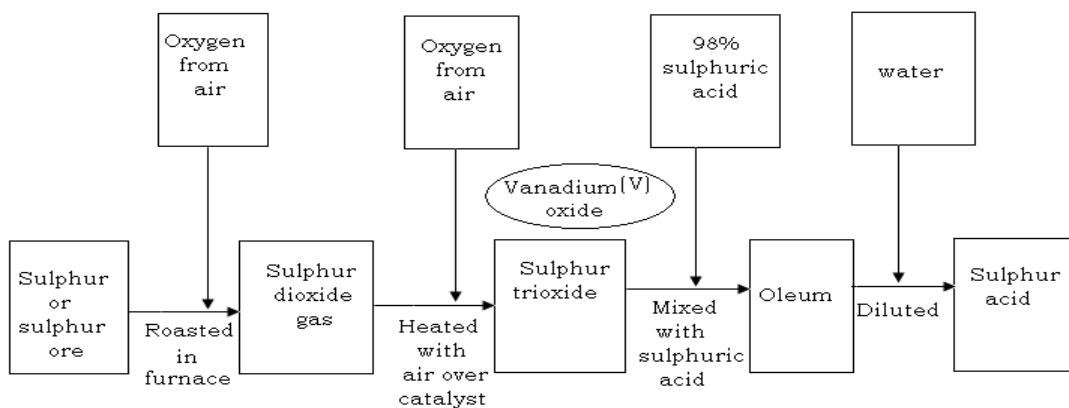


Quantities are expressed in Mtoe
(millions of tonnes of Oil equivalent)

Information given

Annual energy consumption excluding fossil fuels.

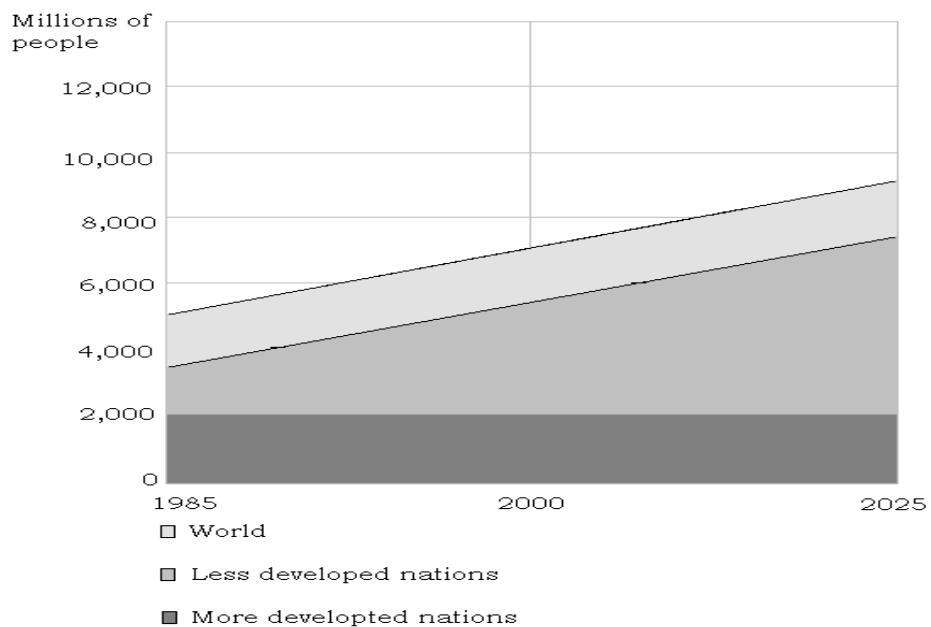
3. Flow Chart



Information given

How sulphuric acid is made.

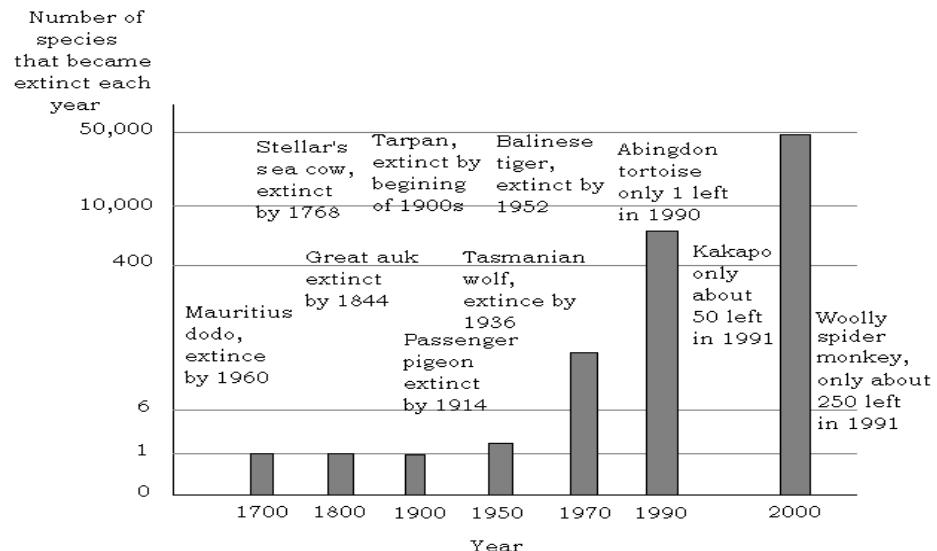
4. Graph



Information given

The growth in world population, could be shown by a vertical bar chart also.

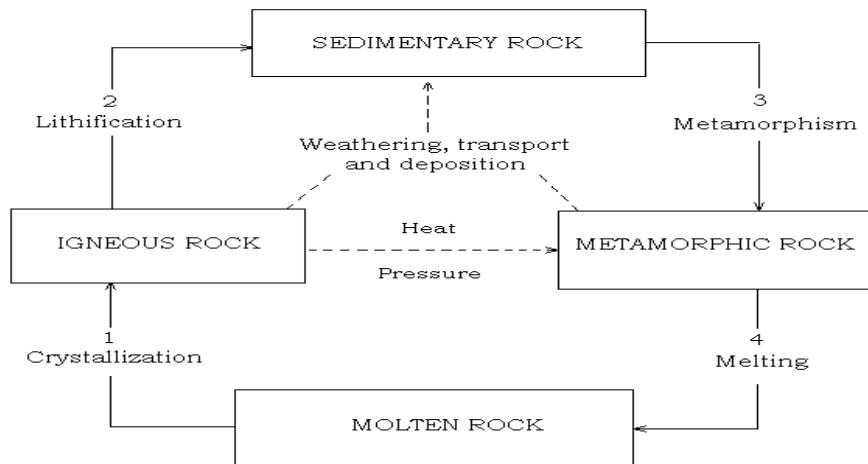
5. Vertical bar chart



Information given

The extinction of species.

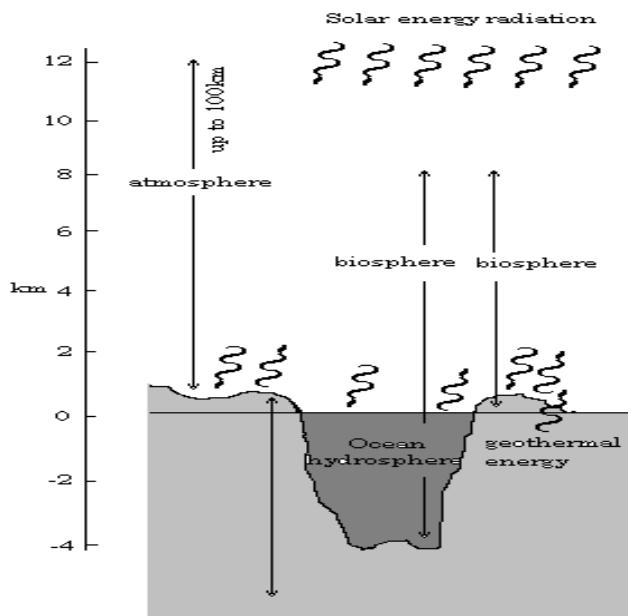
6. Flow chart



Information given

The rock cycle.

7. Schematic diagram



Information given

The physical world.

Reading graphics

Graphics give us the main idea as well as specific details.

For example the first graphic presentation above (1. Table) give us the main idea and specific details.

Main idea:- Substances range from very acidic with a P^H of 0 to highly alkaline with a P^H of 14.

Specific details:- i) P^H value of each substance.

ii) comparative study of P^H values.

iii) which substances are acids, which are alkalines and
which are neutral.

Task

Look again at the above graphics (2 to 7). Note down a specific detail and the main idea for each graphic. Then compare your answers with the key given below.

1. Pie Chart

Main idea : Alternative energy sources produce the equivalent of

more than 1,600 million tonnes of oil.

Specific detail : Solar energy provides the equivalent of 12 million tonnes of oil.

2. Flow chart

Main idea : Sulphuric acid is produced from sulphur by a process involving heat and a catalyst.

Specific detail : Water is added in the final stage to dilute the acid.

3. Graph

Main idea : The population of the less developed world is increasing much more quickly than that of the developed world.

Specific detail : World population will exceed 8,000 million by 2025.

4. Vertical bar chart

Main idea : The pace of extinction of species has accelerated rapidly since 1900.

Specific details : The passenger pigeon was extinct by 1914.

5. Flow chart

Main idea : The formation of the different types of rocks is a cyclical process.

Specific detail : Metaphoric rocks may be formed by heat or pressure.

6. Schematic diagram

Main idea : The physical world consists of the lithosphere, hydrosphere, biosphere and atmosphere.

Specific detail : The lithosphere is about 60km in depth.

Marking text structure

Some graphics show how the text is structured. This is useful in two ways.

1. in making parts of the text for later revision and reference.
2. in note taking

The text below has this structure.

Topic: Using Sea- Water in agriculture

Introduction: Problems	Para 1
Methods for removing salt: Problems	Para 2
Evaporation methods	
Solar methods: problems	Para 3
Arizona scheme	
Basics	Para 4
Potential	Para 5

Control of evaporation, and particularly transpiration of water through plants, is obviously of crucial importance in all regions of the world where water is scarce. It is being investigated most thoroughly in connection with the use of sea water for agriculture. Sea water can actually be used as such for watering certain plants, on certain soils. But it seems unlikely that it can be at all widely used for growing to plants useful for food, and it is not at all certain how long it can be carried on before the accumulation of salt in the lower parts of the solid makes it unusable.

Most attempts to use sea water for agriculture depend on first removing the excess salt. There are two basic methods of desalination. One depends on using a membrane which will allow the water to pass, but will hold back the salts (reverse osmosis). The other is distillation, that is to say water vapour or steam is produced and this, which does not contain salts, forms fresh water when it is condensed. The production of steam can be done by actually boiling the sea water, or, more gently, by encouraging evaporation from the surface of sea water which is warmed but no raised to boiling point. Both the membrane-filtering techniques and the boiling technique require large amounts of concentrated energy. They are essentially industrial processes of a very energy-consuming kind. The evaporation methods are much less demanding, and I will discuss them first.

The cheapest way of evaporating sea water is to use the heat of the sun. The sea water is run into shallow tanks of concrete or plastic, preferably with a black bottom which absorbs the sun's heat. The tanks, which are usually built long and narrow, are covered with a transparent off with curved or sloping sides. The water in the tanks is warmed, evaporates, and the water vapour condenses again of the cooler glass roof and runs down the sides to be collected in a trough at the bottom. Installations of this kind are already in use in many arid regions near the sea, from the coasts of Chile to the Aegean islands. It is a very satisfactory process provided one does not want too much water. It has mostly been used to provide drinking water. The quantities required for agricultural irrigation would require enormous areas of tanks.

A much more sophisticated low temperature evaporation scheme is being developed in Arizona. The scheme involves using cold water which is pumped into the installation to aid the condensation of the water vapour which has been produced by hot sea water. Originally solar energy was used to heat the sea water, but since any place that wanted to run such a scheme

would certainly be generating its own electricity, probably with a diesel engine, use was later made of the 'waste heat' in the cooling water of the engine.

They also introduced another improvement which is of very general application. The fresh water was used on plants grown in plastic greenhouses. A large sheet of plastic is attached to a low brick or stone wall, and a small pump keeps the air pressure inside the plastic a little above the air pressure outside, so the plastic is inflated in the form of the long low sausage. The plastic is transparent to the sunlight which the plants need, while the water, led to the plant roots and transpired through their leaves, is trapped inside and not allowed to escape back into the general atmosphere; it can be used again and again. There are quite a large number of areas in the world in which arid deserts come near enough to the sea coast for developments of this kind to make important contributions to the world's food supply.

[Source: Waddington, C.H. (1978),

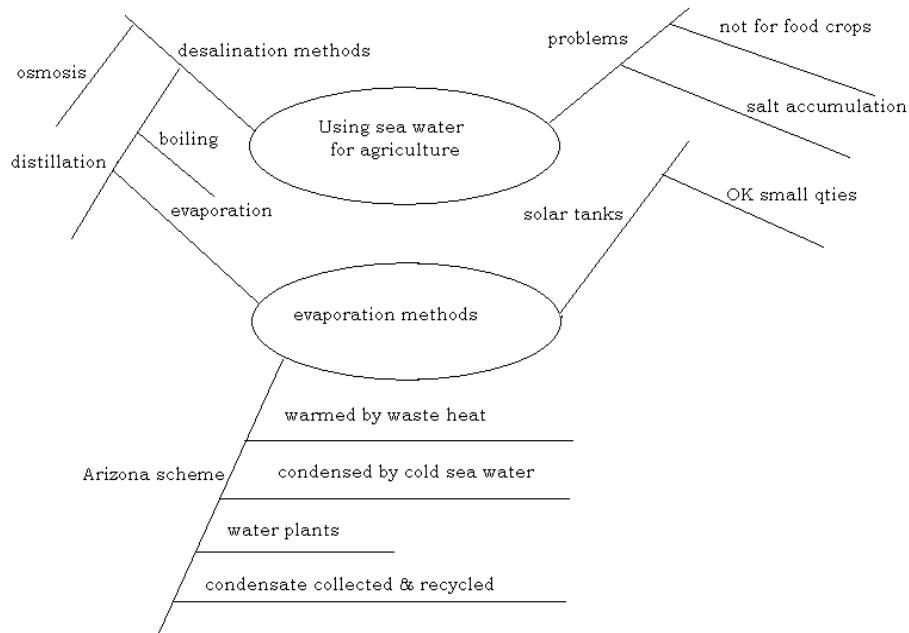
The Man-Made Future (London:

Croom Helm), pp 98-100, abridged)

Spider Notes

Spider notes are a useful alternative to linear notes as they give a better visual display of the text structure. It is also simple to add supporting detail and to show links between any parts of your notes.

Now see how spider notes are made on the above passage.



Using graphics according to the information to be presented

Some kinds of texts can be represented easily by rough diagrams. The kind of diagram you produce will depend on the type of text you have to deal with.

- a text which describes a process can be represented by a flow chart.
- a text which classifies can be shown by a tree diagram.
- a text which has to show quantities or percentages for each item could better use a pie chart.
- a text which explains how two variables relate to each other can be represented by a graph.

Word study: Using the wider context, academic words and related forms

You have studied how to work out the meaning of a word by identifying the kind of word and using its immediate context, that is the sentence in which the word occurs. In several cases this may not give you enough help. It is necessary then to look at the wider context for more clues. This has to be supplemented with your own knowledge of the world.

Example

Read the passage below and try to work out the meaning of *incidental* by using the wider context.

Sound Sources

Many phenomena produce sound in an incidental but unavoidable fashion. For example, the combustion of fuel in an engine always produces some sound as a byproduct. This sound is both annoying and wasteful of energy. However, there are many man-made and natural sources for which sound is the desired output. These usually have two primary components: a mechanism for producing a vibration and a resonant structure.

Explanation

The second sentence in the above passage tells us that sound made by burning fuel in an engine is an example of sound produced in an incidental fashion as a by-product. By joining this information from the wider context of the text with our own knowledge that fuel is burned in an engine to produce power not sound-we find that *incidental* means here *unplanned*.

Task

Find the related forms of each of these academic headwords.

verb	noun	adjective
manipulate		
	margin	
	mechanism	minimal
modify		
	norm	

		nuclear
participate		
perceive		
	philosophy	
		precise
publish		
pursue		
		random
react		
recover		
regulate		

verb	noun	adjective
recover		
regulate		
reinforce		
respond		
		significant
		specific
		stable
stress		
submit		

	symbol	
		technical
	theory	
unify		
		valid
vary		
	vision	

Now check your answers with the key given below:

1. manipulation (n), manipulatory (adj)
2. marginalise (v), marginal (adj)
3. mechanise (v), mechanical (adj)
4. minimise (v), minimum (n)
5. modification (n), modifying (adj)
6. normalise (v), normal (adj)
7. nucleus (n)
8. participation/participant(n), participating (adj)
9. perception (n), perceptive (adj)
10. philosophise (v), philosophical (adj)
11. precision (n)
12. publication/publishing(n)
13. pursuit (n), pursuing (adj)
14. randomise (v)
15. reaction (n), reactive (adj)
16. recovery (n), recovering (adj)

17. regulation (n), regulatory (adj)
18. reinforcement (n), reinforcing (adj)
19. response (n), responsible (adj)
20. signify (v), significance (n)
21. specify (v), specification (n)
22. stabilise (v), stability (n)
23. stress(n), stressed/stressful (adj)
24. submission (n), submissive (adj)
25. symbolise (v), symbolic (adj)
26. technique /technology (n)
27. theorise (v), theoretical (adj)
28. unification (n), unifying (adj)
29. validate (v), validation (n)
30. variation (n) , varying (adj)
31. visualise (v), visual (adj)

Unit -7

COMPARING SOURCES

When you do assignments, dissertations and projects, you have to demonstrate that you have consulted a range of sources and taken different viewpoints into account. It may also help your understanding of a particular topic to refer to texts with different viewpoints. When we consult several sources we should have a clear purpose. This may include.

1. clarifying something we are not sure about.
2. checking the accuracy of our information.
3. getting additional information on a topic.
4. comparing viewpoints on a topic.

It helps us to have specific questions in mind before comparing sources. These help to guide us to the information we need.

Identifying viewpoints

Identifying differences in the factual content of texts is fairly straight forward. Identifying different viewpoints is more difficult. Understanding the writer's purpose and the structure of the text can help. These are the first steps in critical reading.

Task

Study the following article titles and introductions. Can you identify the authors' view points? For each, select whether it is optimistic, pessimistic, neutral, for or against.

1. Fuelling the future

How can we continue to consume vast amounts of energy without filling the atmosphere with smog, heating up the planet and depleting valuable natural resources such as oil and natural gas? A 160-year-old technology called the fuel cell is finally coming of age and may well be the answer 'Inside science' 141, Author : David Hart, 16/6/2001.

2. Small is great

Imagine what could be done with machines as small as those inside a living cell, whose components consist of individual molecules and are measured in nanometers. We could yet have a computer that fits inside a shirt button or health monitors that circulate in our blood stream 'Inside Science' 147, Author: Steve Adams, 14/7/2001.

3. Mass extinctions

Five times in the past, the global ecosystem collapsed and most of the life forms of the planet suddenly went extinct. Today the world may well be in the middle of the sixth mass extinction triggered not by any external influences but by mankind's own destructive ways. 'Inside Science' 126, Author: Gail Vines, 11/12/1999.

4. Life, but not as we know it

Imagine a world where bio-technology controls every aspect of human behaviour and narrows the range of 'acceptable' emotions. The future is already with us in the shape of drugs such as Prozac, warns Francis Fukuyama', Author: Nick Saunders, 20/4/2002.

5. Not now, Dr. Miracle

Cloned babies are a bad idea when science is still in its infancy ‘Comment’ 17/3/2001.

Now check your answers with the key given.

1. optimistic about the future
2. optimistic about the future
3. pessimistic about the future
4. pessimistic about the future
5. against human cloning

Word study: Word structure

One way of working out the meaning of an unfamiliar word is to look for clues in the structure of the word. For example, we can break down the word *uncertainty* into its components like this:

		Word class	Meaning
Root	certain	adj	sure
+ suffix	certain+ ty	noun	sureness
+prefix	un+certainty	noun	not being sure

Working out the meaning of word from its structure can only be done with minority of English words. Use this method once you have tried all the other ways of identifying an unfamiliar word. Some apparent prefixes are in fact part of the root. For example, *respect*, *reject*, *receive* etc.

Task

Work out the word class and meaning of each word in the list below.

- | | |
|---------------------|-----------------|
| 1. inactive | 7. transformed |
| 2. disproportionate | 8. employment |
| 3. reintroduced | 9. futility |
| 4. improbable | 10. rationalise |
| 5. irrelevance | 11. shortening |
| 6. unquestionably | 12. standardise |

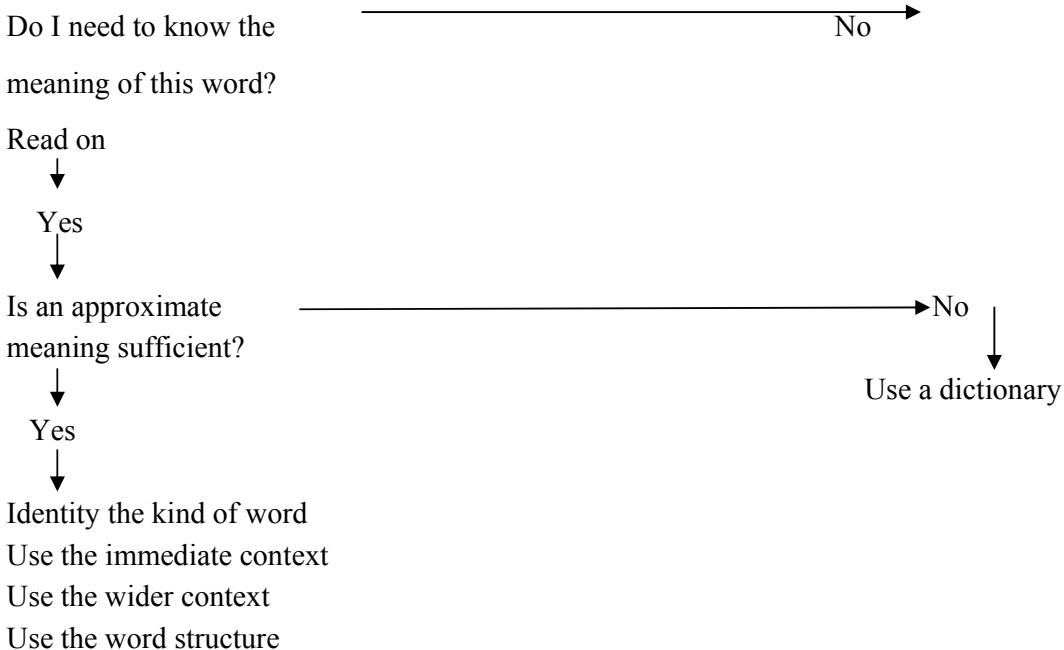
Now check your answers with the key given:

1. adj., not active
2. adj., not in proportion
3. verb - past tense and p.p. (past participle), introduced again
4. adj., not probable
5. noun, something not relevant
6. adv., without question
7. verb - past tense and p.p. (past participle), changed into another form
8. noun, being employed
9. noun, being futile
10. verb, present tense make rational
11. verb - pres. p (present participle) making something shorter
12. verb, present tense make something standard.

Study the following English affixes

Affix	Meaning	Effect	Example
a-	without	adj → adj	amoral
-able/ible	having qualities of	noun → adj	sustainable, variable responsible
anti-	against	adj → adj	anti-malarial
-ator	object or person doing	verb → noun	cultivator, predator
auto-	of oneself, independent		autonomously automatic
de-	opposite of		deforestation
dis-	negative, opposite of	verb → verb	disapper, disagree
-ic		noun → adj	specific
-ify	cause to be	noun → verb adj → verb	modify, unify, clarify
inter-	between		international
-ity		adj → noun	instability, security
mis-	bad, wrong		misuse
over-	above, to excess		overfishing

We can summarise our approach to unfamiliar words as follows:



Task

Complete the following passage by choosing the correct words from the given list.

The idea that robots will take over the earth is (1) and it is (2) that some authorities are taking seriously such claims by some robotics researchers.

Their predictions are based on two false (3). We accept them because we are (4) by ‘astonishing facts’ linked to Moore’s Law on the doubling of computing power every 18 months. The first is that an increase in (5) power equals an increase in robotic intelligence. This is false because we haven’t done well in giving machines (6) sense and the ability to learn. In addition a problem is always more difficult than we (7) even when we take this unanticipated difficulty into account (Hofstadter’s Law). The second assumption is that anything which displays aspects of (8) behaviour is animate. Because robots show some minor aspects of animate. Making (9) claims for robotics is dangerous because government (10) for robotics may be put at risk.

[List:- common, animate, assumptions, funding, silly, anticipate, distracted, processing, unfortunate, exaggerated]

Now check your answers with the key given.

- | | | | | |
|-----------|----------------|----------------|----------------|---------------|
| 1. silly | 2. unfortunate | 3. assumptions | 4. distracted | 5. processing |
| 6. common | 7. anticipate | 8. animate | 9. exaggerated | 10. funding |

Unit -8

READING CRITICALLY

Critical reading means testing the strength of an argument, proposal or explanation in a text. It also means measuring the ideas in a text against your own ideas and against those of other writers.

Steps in critical reading

A first step in critical reading is to break down the argument into points. You can do this by making notes using the techniques you studied earlier.

Then ask yourself these questions:

- a) Are all the points supported (or are some just assertions)?
- b) Are unsupported points either known facts or generally accepted opinions?
- c) If a point is supported by examples, are they well-chosen?
- d) Does the conclusion follow logically from the points?

Forms of argument

Argument 1

Structure

Opinion

Supporting reasons

Counter-argument dismissed

Conclusion (opinion restated in stronger terms)

Example

Read the passage given.

Marriage has a beneficial effect on men. Compared to single men of the same age group, married men enjoy better physical and mental health. Their lives are likely to be longer and happier. In addition, they enjoy more successful careers, fill higher status occupations and consequently earn more money. Critics may argue that more successful men tend to get married, but the evidence shows that it is marriage which brings about these beneficial effects. Hence the best guarantee for a long, happy, healthy and successful life for a man is to have a wife devoted to home making and the care of her husband.

Now look at the structure of the above passage in the form of Argument 1.

Argument	Summary
Opinion	Marriage is beneficial to men
Supporting reason	Better health, Longer, happier lives. Better careers.
Counter argument dismissed	Not the case that more successful men marry but that marriage makes men successful
Conclusion	Marriage is the best guarantee for health, happiness, success for a man.

Argument 2

Structure

Evidence

Conclusion

Example

Read the passage given.

Surveys show that more wives than husbands express dissatisfaction with their marriage and consider their marriages unhappy. More wives start divorce proceedings. In addition, wives are much more likely to suffer from stress, anxiety and depression than their partners. Compared to their single peers, wives have poorer physical and mental health. It is clear that for many women, marriage cannot be considered a beneficial experience.

Now look at the structure of the above passage in the form of Argument 2.

Argument	Summary
Evidence	More wives are unhappy. More wives start divorce. Wives suffer more stress. Single women are healthier.
Conclusion	For many women, marriage is not beneficial

Both these forms of argument are common in texts. Careful reading of the first and last sentence will often disclose the writer's main point. If you do not accept their point, check the rest of the text for the supporting points. Paragraphs are often steps in an argument rather than complete arguments.

Word study: Maximisers and minimisers

Writers try to persuade not only by well-structured argument, but also by well-chosen words. Maximisers are words or phrases used to produce maximum effect in favour of an argument or point of the writer. They emphasise the message.

Completely, absolutely, in all respects, altogether, entirely much, fully, quite,

Minimisers are words or phrases used to minimise points which are against the opinion of the writer. *Merely, at least, to some extent, only, simply, hardly.*

Task

Read the following text with and without the words in italics. What effect do these words have?

The traditional approach to parenthood is *completely* unsatisfactory. Women have to spend many hours in child-rearing. Those with professional skills may sacrifice their career *in all respects* for the benefit of only one child. Because women spend time caring for their children, the services of many expensively trained teachers, nurses, doctors and other professionals are *altogether* lost to society. Even if child-rearing is shared by the father, it *simply* means that two people waste time on an unproductive task for which they may be *entirely* ill equipped. Society would be *much* better served if parenthood was made the responsibility of well-trained professional parents who would look after groups of children as a paid occupation. This would end amateur child-rearing and allow the biological parents to *fully* develop their careers for the benefit of society. Critics may argue that children reared in this way would feel rejected, *at least to some extent*, by their natural parents. This is *quite* untrue. Evidence from societies where collective child-rearing is practiced shows that children *merely* experience minor upsets and are *hardly* affected by the separation.

Unit-9

COMPARING VIEWPOINTS

You studied how to break down an argument into points. When comparing different viewpoints, we can proceed in the same way; then compare the arguments point by point. Before doing this, it is useful to be clear about your own opinions on the topic so that you do not simply absorb what you read but react to the writer's views. You can then argue with the text, deciding whether to accept or reject each idea or to wait for further evidence before deciding. It would become easier to compare if you record your ideas and opinions on first reading. Summarising is another useful tool in comparing viewpoints.

Detecting false forms of argument

Read the following passage and identify the falsity of the argument.

Women are more likely to strike than men because they take a more emotional attitude to problems at work. The majority of workers in the clothing industry are female. Hence labour disputes are a common feature in factories which produce garments.

This argument appears to be well-constructed but would you accept that women strike more than men because they are more emotional? The statement on which the argument is based is false.

Task

Read the following paragraphs carefully. Identity the falsity of the arguments.

1. During the strike of power workers in the UK in 1975, factories were only able to operate for three days per week instead of the usual five. Nevertheless, productivity manufacturers have nothing to fear from reducing the working week by 40%.
2. Much of the success of Japanese industry is due to the way in which management and workers are treated as equal partners. There is no gap between white collar and blue collar workers. Both share the same canteens and there is only one entrance for all employees. If these measures were adopted in our country there would be much less industrial friction.

Word study: Emphasising and distancing

Apart from maximisers writers also use certain other words or phrases to produce the effect of emphasis.

eg: *must, clearly, surely*

Writers may also try to distance themselves from statements which they do not agree with or are not completely confident about.

eg: *Apparently*

Strategies used for emphasising message

- 1. Choice of modal verb**

Employers *must* ensure that the views of the workforce are represented in the boardroom.

- 2. Using a maximiser-often an adverbial**

Clearly employers should ensure that the views of the workforce are represented in the boardroom.

3. Changing the structure

What employers should ensure is that the views of the workforce are represented in the boardroom.

4. Repetition by rephrasing

Employers should ensure that the views of the workforce are represented in the boardroom. *In other words* they should appoint worker directors.

Connotations

Words may carry additional meanings (connotations) apart from their literal meaning (denotation). Additional meanings could be diverse depending on the individual and context. For example, the word *work* may have connotations as diverse as *rewarding, exciting, tiresome, depressing*. It is important to be aware of connotations as a writer may choose words with particular connotations to reinforce their arguments.

Task

Write down all the connotations that the following words could have for you:-

- | | |
|------------------|------------------------------|
| 1. society | 6. master (noun) |
| 2. globalisation | 7. confinement |
| 3. drone | 8. sacrifice (verb) |
| 4. Old Testament | 9. GM (genetically modified) |
| 5. amateur | 10. clone (Verb) |

Task

Read the following passage and answer the following questions.

Patriotism is a very complex feeling, built up out of primitive instincts and highly intellectual convictions. There is love of home and family and friends, making us peculiarly anxious to preserve our own country from invasion. There is the mild instinctive looking for compatriots as against foreigners. There is pride, which is bound up with the success of the community to which we feel that we belong. There is a belief, suggested by pride but reinforced by history, that one's own nation represents a great tradition and stands for ideals that are important to the human race. But besides all these, there is another element, at once nobler and more open to attack, and element of worship, willing of sacrifice, of joyful merging of the individual life in the life of the nation. Thus religious element in patriotism is essential to the strength of the state since it enlists the best that is on most men on the side of national sacrifice.

1. A suitable title for the passage could be:
 - a) Elements of patriotism
 - b) Historical Development of a Nation
 - c) Religion and Patriotism

2. The tone of the passage can best be described as
 - a) Critical
 - b) Descriptive
 - c) Analytical
3. Which of the following can early be grouped under “intellectual convictions” the author mentions in the opening sentence?
 - a) Love of family
 - b) Love of compatriots
 - c) The element of worship

Unit -10

READING FOR RESEARCH

Often you can't find all the information you need in your text books. You need to look for other sources. Sometimes you will need specific information, too detailed for a textbook. For research you need the most up-to-date information available. It is also important that you choose the best source for your research.

Locating specific information

Locating specific information quickly is an important skill when using reference sources. Remember that no reference source can contain all the information on a particular topic. Knowing when it is time to give up and try another source is important.

Task

Look at the following subjects and select the most appropriate bibliography for each from the list that follows:

- a) Women in children's literature.
 - b) Women and environmental issues.
 - c) Women in business.
 - d) Noted women physicists.
 - e) Women writers of the 20th century.
1. Annotated Bibliography of Feminist Aesthetics in the Literary, Performing and Visual Arts, 1970-1990, by Linda krumholz and Estella Lauter (1992)
 2. Brave, Active Resourceful Females in Picture Books, by Claudia Morrow (1992)
 3. Contemporary Women Novelists: A Selected Annotated List, by Helene Androski (1996)
 4. Ecofeminism: An Introductory Bibliography, by Julie Knutson (1995)
 5. Feminist Perspective on the Ethic of Care, by Virginia Dudley (1994)
 6. Gender and Creative Writing: A Bibliography, by Susan Hubbard and Gail Stygall (1997)
 7. The Glass Ceiling: A Selective Bibliography, by Melba Jesudason, assisted by Janet Rother- Harris (1995)
 8. The History of Women and Science, Health, and technology: A Bibliographic Guide to the Professions and the Disciplines, by Phyllis Holman Wesibard and Rima D. Apple (1993)
 9. Information Technology and women's Lives by Linda Shult (1996)
 10. Selected Recent Books and Articles on the State of Welfare and the Single Mother: An Annotated Bibliography, by Elizabeth F. Dill (1998)
 11. Women and World Literature: Bibliography of Anthologies of Women's Literature in Translation, by Carolyn J. Kruse (1992)
 12. Issues Related to Women in Management, by Marge Karsten (1993)

13. Women Mystery Writers, by Helen Androski (1995)

Now check your answers with the key given:

- a) 2
- d) 8
- b) 4
- e) 3 & 6
- c) 12 & 7

Task

What sort of information would you expect to find in these reference sources?

- 1. Dictionaries of acronyms and abbreviations.
- 2. Dictionary of national biography.
- 3. Directory of organisations.
- 4. Dictionary of quotations.
- 5. Encyclopaedias.
- 6. Gazeteers.
- 7. Database of patents.

Now compare your answers with the key given:

- 1. The meaning of acronyms such as NATO and abbreviations such as *temp.*
- 2. Lives of a country's famous people.
- 3. Information on organisations such as the FAO.
- 4. Origin of famous sayings.
- 5. Comprehensive information on all important topics.
- 6. Help on locating places and natural features throughout the world.
- 7. Information on inventions, processes, etc.- who devised them, when and details on what makes them unique.

Reading for research

For most research, you will need to use recent information from journal articles. The best way of searching journals is to use a database of abstracts and indexes. To find the information you want quickly, you need to develop an effective search strategy. This involves:

- 1. posing the search question.
- 2. identifying the main topics.
- 3. dividing how to search for the main topics.
- 4. formulating the search query.

Research papers often have the following structure

Title

Authors and their affiliation

Abstract

Introduction

Methods

Results

Discussion

Acknowledgements

References

Word study: choosing keywords

While researching you have to get information to suit your needs. For this you have to choose the right keyword. This will help you in accessing information especially from an index. Sometimes you may have to use a broader, narrower or related keyword to get the results you want. For example:

Keyword	:	computer crime
Broader	:	information technology
Narrower	:	viruses
Related	:	computer security

Task

Classify the following keywords given under each topic into broader, narrower and related terms.

1. Sports

exercises, physical activity, bowling, games, archery

2. Reading

decoding, literacy, critical reading, language skills, reading aloud language processing

3. Engineering

manufacturing, technology, civil engineering

4. Sanitation

5. Waste disposal, health, hygiene, public health, cleaning

6. Fish studies = ichthyology

Fisheries, zoology, cod stocks

Now check your answers with the key given.

1. Sports

boarder	:	physical activity
narrower	:	archery, bowling
related	:	exercises, games

2. Reading

- broader : literacy, language skills
- narrower : critical reading, reading aloud
- related : decoding, language processing

3. Engineering

- broader : technology
- narrower : civil engineering
- related : manufacturing

4. Sanitation

- broader : public health
- narrower : waste disposal, cleaning
- related : health, hygiene

5. Fish Studies = ichthyology

- broader : zoology
- narrower : cod stocks
- related : fisheries