

B9ED103CCT

Communicative English

**Bachelor of Education (B. Ed.)
(First Semester)**

**Centre for Distance and Online Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana-Bharat**

Copyright © 2025, Maulana Azad National Urdu University, Hyderabad

All right reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronically or mechanically, including photocopying, recording or any information storage or retrieval system, without prior permission in writing form the publisher (registrar@manuu.edu.in)

ISBN : 978-81-975953-8-7
Course : Communicative English
First Edition : August 2024
Copies : 1000
Price : 110

Programme Coordinator (B. Ed.)

Prof. Sayyad Aman Ubed, Professor (Education), CDOE, MANUU

Editorial Board/Editors

Prof. Mushtaq Ahmed I. Patel (Chairperson)
Professor, CDOE, MANUU

Prof. Sayyad Aman Ubed (Member)
Programme Coordinator, B.Ed. (ODL)
(Language Editor)

Prof. Shaikh Shaheen Altaf (Member)
HOD, Dept. of Edu & Training, MANUU

Dr. Shaikh Wasim (Member Convener)
Associate Professor, CDOE, MANUU

Prof. Siddiqui Mohd Mahmood (Member)
Senior Professor, Dept. of Edu & Training, MANUU

Dr. Sameena Basu (Member)
Associate Professor, CDOE, MANUU

(Late) Prof. Najmus Saher (Member)
Professor, CDOE, MANUU

Prof. Gulfishaan Habeeb
Professor, CDOE, MANUU (Content Editor)

Production

Prof. Nikhath Jahan, Professor
(Urdu), CDOE, MANUU

Mr. P Habibulla, Assistant
Registrar, Purchase & Stores
Section, MANUU

Dr. Mohd Akmal Khan, Assistant
Professor (C), CDOE, MANUU

Mohd Abdul Naseer, Section
Officer, CDOE, MANUU

Shaik Ismail, UDC, CDOE,
MANUU

Faheemuddin, LDC, Purchase &
Stores Section, MANUU

On behalf of the Registrar, Published by:

Centre for Distance and Online Education

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500032 (TG), India

Director: dir.dde@manuu.edu.in Publication: ddepublication@manuu.edu.in

Phone number: 040-23008314

Website: manuu.edu.in

CRC Prepared by: Dr. Mohd Adil, Asst. Prof. (C), CDOE, MANUU

Title Page: Dr. Mohd Akmal Khan, Asst. Prof. (C), CDOE, MANUU

Printed at: Print Time & Business Enterprises, Hyderabad

CONTENT

<i>Message</i>		<i>Vice Chancellor</i>	4
<i>Message</i>		<i>Director</i>	5
<i>Introduction to the Course</i>		<i>Programme Coordinator</i>	6
Block -1: Grammar and Phonetics			
Unit 1	Grammar – I	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar	7
Unit 2	Grammar – II	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar	28
Unit 3	Phonetics – I - Introduction to Phonetics	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar	45
Unit 4	Phonetics II	Dr. Shaikh Wasim Associate Professor CDOE, MANUU	61
Block-2: Language Skills Development			
Unit 5	Listening comprehension	Prof. Siddiqui Mohd. Mahmood Senior Professor Dept. of Education and Training, MANUU	85
Unit 6	Speaking Skills		104
Unit 7	Reading Comprehension		121
Unit 8	Writing Skills		140
	Model Examination Paper		168

Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC Grade A+. The mandate of the university is: (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, there has been a dearth of course material in Urdu. Urdu University now has a repository of more than 350 books in Urdu and the number is increasing with each semester.

Urdu University considers it a privilege to be part of the national mission of providing material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is no longer at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The availability of content related to the above domains of knowledge has created new awareness of attaining knowledge that could significantly impact the intellectual growth of the Urdu knowing community.

To facilitate the teaching-learning process for the distance and online learners, the Centre for Distance and Online Education (CDOE) of the university ensures the preparation of self-learning material (SLM) in Urdu and the concerned language subjects.

MANUU makes available SLM to the students of Distance and Online Learning free of cost. The same is also available for sale at nominal cost to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu/Hindi/English/Arabic is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books for the FYUG B.A., B.Sc. and B.Com has begun on a massive scale. To facilitate the students of Distance and Online Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material and will fulfill the mandate of this University and justify our presence in this country.

With best wishes,

Prof. Syed Ainul Hasan
Vice Chancellor
MANUU, Hyderabad

Message

In the present era, distance education is recognized as a very effective and useful mode of education all over the world and a large number of people are benefiting from this mode of education. Maulana Azad National Urdu University also introduced the distance learning mode since its establishment in view of the educational needs of the Urdu speaking population. Maulana Azad National Urdu University started in 1998 with the Directorate of Distance Education and the regular programmes commenced from 2004, and subsequently various departments have been established.

The UGC has played a vital role in efficiently regulating the education system in the country. Various programs running under Open and Distance Learning (ODL) mode at Centre for Distance and Online Education (CDOE) are approved by UGC-DEB. The UGC-DEB has emphasized on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Since Maulana Azad National Urdu University functions as a dual-mode institution, offering both distance and conventional modes of learning, it develops in-house Self-Learning Materials (SLMs) to support its undergraduate and postgraduate programmes. These materials are structured into blocks and units in accordance with the credit distribution of each course and the guidelines prescribed by the UGC-DEB.

The Centre for Distance and Online Education (CDOE) offers a total of nineteen (19) programmes comprising of UG, PG, B.Ed., Diploma, and Certificate programmes. Along with this, programmes based on technical skills are also being started. The CDOE has now launched 4-year UG program for July 2025 as per the NEP-2020. The honours programs B.A., B.Sc. & B.Com are design as per the NCF and it will help students in pursuing honours degree. From the year 2025-2026, the MBA program is introduced in ODL mode.

A huge network of nine Regional Centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six Sub-Regional Centers (Hyderabad, Lucknow, Jammu, Nooh, Varanasi, and Amravati) was established to facilitate the students. Apart from this, an extension center has also been established in Vijayawada. More than one hundred and sixty Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these Regional and Sub-Regional Centers to provide educational and administrative support to the students. The Centre for Distance and Online Education makes full use of ICT in its educational and administrative activities, and offers admission to all its programs through online mode only.

The soft copies of Self Learning Material (SLM) for students are made available on the website of the Centre for Distance and Online Education and the links of audio and video recordings are also made available on the website. In addition, facilities of E-mail and WhatsApp groups are being provided to the students through which the learners are informed about various aspects of the program such as course registration, assignments, counselling, examinations, etc. In addition to regular counseling, additional remedial online counseling is being provided from the last two years to improve the academic standards of the students.

It is expected that the Centre for Distance and Online Education will play a vital role to bring educationally and economically backward population into the mainstream of contemporary education. Changes are made in various programmes as per the New Education Policy (NEP-2020) in view of the educational needs and it is hoped that this will help in making the Open and Distance Learning system more efficient and effective.

Prof. Mohd. Razaullah Khan

Director, Centre for Distance and Online Education

MANUU, Hyderabad

Introduction to the Course

In today's interconnected world, proficiency in English is not just an academic requirement but a vital skill for effective communication, personal growth, and professional success. Recognizing this, Maulana Azad National Urdu University (MANUU) has introduced the "Communicative English" course in the B.Ed. 1st Semester, aiming to equip future educators with the essential language skills needed in diverse educational settings.

This course aims to develop your competence in listening, speaking, reading, and writing English, while strengthening your grasp of grammar and phonetics to ensure clarity in communication. The course comprises 2 Blocks and a total of 8 Units, each designed to develop communication skills, linguistic knowledge, and pedagogical techniques for English teaching in diverse classroom settings.

Block 1, titled Grammar & Phonetics, consists of 4 units that build foundational language competence. In Units 1 & 2 (Grammar I & II), students will explore word classes, types of sentences, transformation of sentences (active-passive, direct-indirect, etc.), degrees of comparison, clauses, and question tags. In Units 3 & 4 (Phonetics I & II), learners will engage with segmental and suprasegmental features (sounds, stress, intonation), paralinguistic features like voice quality, clarity, pace, pauses, and voice modulation.

Block 2, titled Language Skills Development, includes Units 5 to 8, and targets the core communicative abilities of listening, speaking, reading, and writing. In Unit 5 (Listening Comprehension) students explore the difference between hearing and listening, various types of listening, traits of good listeners, and engage in listening tasks and activities. Unit 6 (Speaking Skills) focuses on delivering speeches, making presentations, compere/anchor duties, and role-play activities. Unit 7 (Reading Comprehension) addresses the importance and purpose of reading, reading habits, types of reading, and characteristics of proficient readers. Finally, Unit 8 (Writing Skills) covers definitions, objectives, and significance of writing, along with practical genres such as paragraph writing, formal/informal letters, invitations, resumes, notices, announcements, and report writing.

In India's multilingual classrooms, mastering English communication is vital. This course will help you teach English while respecting students' native languages, adapting methods to diverse linguistic backgrounds.

Prof. Sayyad Aman Ubed
Programme Coordinator

Unit 1: Grammar - I*

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Word Classes
 - 1.2.1 Content/ Lexical/ Vocabulary Words
 - 1.2.2 Structure /Grammatical/ Function Words
- 1.3 Types of Sentences
 - 1.3.1 Declarative Sentences or Statements
 - 1.3.2 Interrogative Sentences or Questions
 - 1.3.3 Imperative Sentences
 - 1.3.4 Exclamatory Sentences or Exclamations
- 1.4 Tenses
 - 1.4.1 Distinction between Time and Tense
- 1.5 Summary
- 1.6 Glossary
- 1.7 Learning Outcomes
- 1.8 Model Examination Questions
- 1.9 Suggested Reading Materials

1.0 Introduction

It is pertinent to consider that student teachers should be aware of three key aspects: knowing the language, understanding the language, and knowing *how* to teach the language. A sentence has words, phrases, and clauses. Words are the building blocks of a sentence. In this unit, we shall look at different words or word classes. A word class may change depending on the place it occurs. The sub-topics in this unit deal with eight types of word classes in the English language.

We all know that words, phrases and clauses are at the basic level of sentence construction just like bricks, sand and mortar. By just having bricks, sand and mortar, we cannot construct a wall. We have to put them together in a specific measure according to a plan. In the same way, words, phrases and clauses are put together in a logical sequence to construct a sentence. Therefore, we have to know what these sentences are, and how they are formed. This unit gives us an idea about different types of sentences – declarative, interrogative, imperative and exclamatory – tenses and time. It also gives us the knowledge as to how sentences could be constructed and the kind of intonation they use.

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

The topics in this unit deal with the word classes of the English language, types of sentences, and tenses/time in English. This gives a fair idea about the fundamental aspects of *how*, *what*, *when* and *where* of the English language – functions and forms.

1.1 Objectives

The objectives of this Unit are as to make the learner understand:

- the **content** word classes – verbs, nouns, adjectives, adverbs, and interjections – and use them to construct sentences on his/her own
- the **function** word classes – prepositions, pronouns, conjunctions, and determiners – and use them to construct sentences on his/her own
- the meaning, the form and function of different types of sentences and their construction
- the distinction between tense and time
- the use the tenses and how to construct sentences using those tenses

1.2 Word Classes

In traditional grammar, we call them *Parts of Speech* but in modern English grammar, we use the label *Word Classes*. There are eight important word classes and they are divided into two categories. They are:

1.2.1 Content/ Lexical/ Vocabulary Words

In this category, we have the following word classes:

1.2.1.1 Verb

A verb is a word used to say what a noun is doing or what is being done to a noun.

The term ‘verb’ is derived from Latin word ‘verbum’, meaning a word. A verb is the principal word in a sentence and also the most important word in human speech.

Examples: Pravis *eats* an orange every day.

Eats, is a verb.

Other examples: drink, sleep, walk, run, play, write, sing, dance, hop, skip, etc.

Verbs are of two important types:

- a. Auxiliary verb: helps to form a tense or a mood of the main verb. E.g. shall. will. may. can. need, must, used to, etc.,

Be-form verbs also act as auxiliary verbs when there is a main verb.

- b. Main verb: expresses the full meaning of their own. E.g. drink, sleep, walk, run, play, etc.

There are two types of main verbs – transitive and intransitive.

- c. A verb is termed transitive when the action passes from the doer to something else.

Examples: He **rolls** the carpet

They elected him Prime Minister.

roll, move, rings, etc.

- d. A verb is termed intransitive when the action stops with the doer and does not pass from the doer to anything else.

Examples: Babies **crawl**.

The rocket blasts.

run, cry, laugh, sleep, walk, jump, fly, etc.

Note: Some verbs are used as both transitively and intransitively. Whether a verb is used as transitively or intransitively depends on the arrangement of words in a sentence.

Examples: He rings the bell. (transitive verb)

The bell rings. (intransitive verb)

1.2.1.2 Noun

A noun is a word used to name a person, place, feeling, action, collection, quality, etc. that we can speak about. *Noun* is from Latin origin *nomen*, a name. *Name* is from Anglo-Saxon *nama*, meaning *a name*.

Examples:

1. *Pravis* is a good *boy*.
2. *Pravis* is filled with *love*.
3. *A herd of cows* is grazing in the field.
4. *Gold* is a precious metal

The words *Pravis* and *boy* are nouns in this sentence.

Pravis is a proper noun.

Boy is a common noun.

Love is an abstract noun.

A herd of cows is a collective noun.

Gold is a material noun.

1.2.1.3 Adjective

An adjective is a word used to add to/modify a noun

Adjective is from Latin '*adjectivus*', meaning *something which is added on*.

Example:

Pravis prefers *blue* shirts to any other colour.

Blue is an adjective.

An adjective, which qualifies a noun, is used either attributively or predicatively.

Examples:

Pravis is an old man. (Attributive adjective – qualifies the noun, *man* directly)

Pravis is old. (Predicative adjective – the adjective is placed after the verb, *is* but qualifies the noun, *Pravis* indirectly)

There are many kinds of adjectives. They are as follows:

i. Adjectives of quantity

Example: Pravis lent him *some* sugar.

ii. Adjectives of quality

Example: Pravis is an honest man.

iii. Adjectives of size, weight and shape

Examples: Pravis is *tall*. (Size)

The truck carried *heavy* logs. (Weight)

Pravis sat at the round table. (Shape)

iv. Adjectives of colour

Example: Pravis wore *blue* trousers yesterday.

v. Proper adjectives or classifying adjectives

Example: Pravis bought a *Siamese* cat.

vi. Demonstrative adjectives

Example: Pravis gave *those* clothes.

vii. Possessive adjectives

Example: Pravis gave him *his* car.

viii. Numeral adjectives

Example: Pravis has *two* pens. (Ordinal number)

The second pen does not write. (Cardinal number)

The order of adjectives

When there is more than one adjective in a noun phrase, there is a preferred order, although there is no fixed order for adjectives. The order of adjectives is given below. You can see the adjectives from the second column to the sixth.

Article 1	Expressing feeling 2	Size 3	Age 4	Colour 5	Classifying/Defining 6	Noun 7
A	beautiful	tall	Young	yellow	Mongolian	student

1.2.1.4 Adverb

An adverb is a word used to extend the meaning of any word class except a noun or a pronoun.

Important use of adverbs

Adverbs provide additional information about actions by indicating how, where or when they were performed.

Examples: Pravis spoke to him softly. (how?)

He is in London (where?)

They will come tomorrow. (When)

Other Uses of Adverbs

- i. *Disjuncts* or *sentence adjuncts* are adverbs used to modify a whole sentence.

Example: **Honestly**, neem leaves are sweet.

- ii. *Adverbs are used to modify an adjective.*

Example: Mona Lisa is exceptionally beautiful.

- iii. *Adverbs are used to modify other adverbs.*

Example: The bridegroom is quite handsome.

- iv. *Adverbs are used to modify a prepositional phrase.*

Example: She is **extremely** out of the world.

Classification of Adverbs

- i. *Based on the form, most of the adverbs end with:*

- a. *-ly* as in quickly
- b. *-wise* as in clockwise
- c. *-wards* as in eastwards

- ii. *Based on the function/meaning, we have the following adverbs:*

- a. *Adverb of place: indicates the place or direction of actions – where?*

Examples: up, in, out, here, there, etc.

- b. *Adverb of time: indicates when an action is/was done.*

Examples: today, yesterday, tomorrow, etc.

- c. *Adverb of degree: indicate how much or degree of something, usually a quality.*

Examples: extremely, quite, very, too, etc.

Note: These are also called *intensifiers*.

d. *Adverb of frequency: indicates how frequently an action takes place.*

Examples: seldom, often, frequently, regularly, etc.

e. *Adverb of manner: these indicate how an action is/was done.*

Examples: fast, slowly, carefully, etc.

f. *Adverb of focus: these adverbs focus on something.*

Examples: even, only, too, etc.

Note: Adverbs are not placed between the main verb and its object. Generally, they occur at the end of a sentence.

Example: Pravis does not understand *well* her difficulties. (Incorrect)

Pravis does not understand her difficulties *well*. (Correct)

Note: If we need to use multiple adverbs in a sentence after a verb, the **adverb of manner** should come first, followed by the **adverb of place**, and then the **adverb of time**. If there are more, the following order is preferred.

Subject	Verb	Adverb				
		Manner	Place	Frequency	Time	Purpose/Reason
Pravis	Walks	slowly	in the lawns	every afternoon	after lunch	for exercise

Interjections also belong to this set of word classes but they are not considered to be an important part of sentence construction.

An interjection is a word used to express some emotion/feeling of the mind, but it is optional. The word *interjection* is derived from Latin '*interjectus*', meaning *thrown between*.

Example: Oh! It was an intense match.

Oh, is an interjection.

Other examples: ah, aha, mm, oho, ouch, ow, ooh, yeah.

Note: These word classes are open-ended. It implies that any new word in English is added to this list.

1.2.2 Structure /Grammatical/ Function Words

1.2.2.1 Preposition

A preposition is a word used to show the position of one thing in relation to another thing.

The *noun* or *noun-equivalent*, which is placed after a preposition is called its *object*.

Example: The kitten sits *on* a branch.

On is a preposition.

Other examples: in, out, inside, outside, behind, beside, beneath, in front of, etc.

Note: We use forty-two prepositions in our communication.

1.2.2.2 Pronoun

A pronoun is a word used instead of a noun – it is a substitute word. In Latin *pro* stands for instead of.

Example: The tree is beautiful but *it* does not bear any fruit.

In this sentence, *it* is used instead of *the tree* to avoid any repetition of the subject/noun. Therefore, *it* is a pronoun.

Other examples: I, we, you, he, she, etc.

1.2.2.3 Conjunction

A conjunction is a word used to join single words or a group of words together that are of the same kind.

Example: Pravis *and* Praveen go to school.

Pravis is poor *but* he is honest.

Other examples: and, but, so, because, though, etc.

1.2.2.4 Determiners

Words that precede and have an agreement relation with the nouns are called determiners. There are four types of determiners. They are:

- i. Article: a, an, the.

Example: Pravis eats *an* apple every day.

- ii. Possessive: my, his, your, yours, our, their, etc.

Example: Pravis took *his* pen yesterday.

- iii. Demonstrative: this, that, these, those.

Example: *Those* sweets are distributed among the students.

- iv. Quantifier: all, some, two, seventy-seven, etc.

Example: There are *many* teachers in the school.

Note: Just like adjectives, determiners qualify nouns and show agreement between them. The determiners are a sub-class of adjectives.

Check Your Progress

Exemplify the word classes.

1.3 Types of Sentences

Sentences can be classified by their types and the number of predicates. In this lesson, we deal with the types.

A declarative sentence is a basic form that has a basic word order of sentence – subject – (auxiliary verb) – main verb (subject/complement/adjunct). This basic structure of a sentence can be changed to the other three categories by adding/deleting/reordering the phrases in a sentence.

There are four types of sentences based on their function. They are:

1.3.1 Declarative Sentences or Statements

All written statements end with a period, full stop. When spoken, a falling intonation is used.

Examples:

Pravis is a teacher. (affirmative)

Pravis is not a teacher. (negative)

1.3.2 Interrogative Sentences or Questions

In writing, questions end with a question mark and the word order changes. In speech, rising intonation is used for most yes-no questions, while falling intonation is used for most information questions.

Examples:

Is Pravis a teacher? (affirmative)

Isn't Pravis a teacher? (negative)

Note: Both declarative and imperative sentences can be either active or passive in their construction.

Interrogative sentences are of two types:

1.3.2.1 Yes/No Questions

These questions expect either yes or no as the answer.

Examples: Are you an Indian?

Yes, I am

Are you a robot?

No. I'm not.

Rules to form Yes/No Questions

- i. Yes/No questions are formed by placing the first auxiliary verb before the subject.

Examples: He has cultivated potatoes. (declarative)

Has he cultivated potatoes? (interrogative)

- ii. Use a dummy **do** if there is no auxiliary or helping verb.

Example: Do you harvest the crop in January?

- iii. **Do** is not used when there is a modal or any other auxiliary verb.

Example: Have you used pesticides in this field?

- iv. Only the auxiliary verb is inverted and placed at the beginning. The main verb remains in its original position.

Example: Has your son been going to the farm regularly?

- v. In English, if the answer is affirmative or negative, the auxiliary verb should also be affirmative or negative respectively.

Examples: Have you seen the film **Jawan**?

Yes, I have.

No. I haven't.

1.4.2.2 Wh-Questions

Examples: How are your crops?

Where do you sow these seeds?

Rules to form Wh-Questions

- i. In addition to moving the auxiliary verb, the wh-word is placed initially in the sentence.

Examples: Where did you sell mustard?

- ii. The wh-word is placed initially and the word order remains the same if the wh-word is the subject of the sentence,

Examples: I can eat millet pakoda.

Who can eat millet pakoda?

1.3.3 Imperative Sentences

The imperative sentences are used to express commands, requests or instructions. In other words, imperative sentences carry instructions. Imperative sentences use of the base form of the verb. In speech, falling intonation is used for commands and rising intonation is used for requests.

Examples: Open the door. (affirmative)

Do not open the door. (negative)

Rules to construct imperative sentences

- i. In imperative sentences the subject is generally missing. The missing subject 'you' is **understood** as per traditional grammar. In modern grammar, it is **implicit**.

Examples: Zimmri, add manure to the soil.

Students look at the tree.

ii. In an imperative sentence, one person orders or pleads with others to do or not to do something.

iii. The verb without any inflexions, **-s**, **-es**, **-ed**, **-en** make the imperative sentence emphatic. The auxiliary verb **do** is used before the main verb for this purpose.

Examples: Do cultivate maize this year.

Do plant samplings during the rainy season.

iv. In Latin the meaning of imperative is **to order** but all the imperatives are not orders.

Examples: a. Come to our house tomorrow. (an invitation)

b. Do take warm clothes. (a polite instruction)

c. Pass the handout, please. (a request)

d. Excuse him for his shortcomings. (an appeal)

e. Mind your words. (a warning)

f. Use a sand oven to bake biscuits. (a piece of advice)

v. Use **do not**, **don't** or **never** in front of the verb to construct a negative imperative.

Examples: **Don't** cultivate sugarcane in semi-arid regions.

Never use pesticides/insecticides on your farm.

1.3.4 Exclamatory Sentences or Exclamations

Exclamatory sentences usually start with what or how. The exclamation consists of the words what or how followed by a noun or a noun phrase, an adjective, or an adverb that is part of the predicate. The subject of the sentence comes after the exclamation. In speech, generally, falling intonation is used.

Examples: What an excellent place it is! (falling intonation)

How excellent it is! (falling intonation)

In some cases, what or how is not used as in the sentence given below.

Example: Isn't it a nice frock! (falling intonation)

Check Your Progress

Exemplify the types of sentences.

1.4 Tenses

1.4.1 Distinction between Time and Tense

Before we discuss tenses, let us know the difference between time and tense. The concepts of time and tense are different from each other. Time is a fundamental concept that is associated with meaning and encompasses the past, present, and future. On the other hand, tense is a grammatical classification that aligns with the past and present. For instance, the present continuous tense can indicate events happening in both the present and future. Consider the following example.

Tense (Present Continuous)	Time
Pravis is teaching in Hyderabad	Present
Pravis is making his presentation tomorrow.	Future

This clarifies the point that tense and time are distinct and different and that there are only two tenses, Present and Past with different aspects of time. Using these two tenses and other modal verbs we refer to the future time. Note there is no future tense.

Check Your Progress

Differentiate between *time* and *tense* in one or two sentences.

The tenses tables 1.5.1, 1.5.2, and 1.5.3 give us the details of past tense, present tense and future time. Let us have a look at the tables for further discussion.

Table 1.5.1 Tenses

Simple Present Tense	Simple Past Tense	Past Perfect Tense	Present Perfect Tense
Actions are habitual or repeated. It is used to: a. refer to habitual actions E.g. Pravis comes to this shop every day. b. describe eternal truths E.g. The sun rises in the east. c. refer to an action scheduled to happen in future E.g. Schools reopen on 14 June every year. d. describe the present state E.g. I am happy. e. indicate possession E.g. He has a bus. f. indicate physical ailment E.g. He has a fever. g. describe mental activities E.g. I feel he works hard. h. describe emotions. E.g. Sita loves Gita. i. refer to present event E.g. I declare the exhibition open.	These verb forms are used to describe actions, states, or habits that occurred before the present moment. E.g. NDA won the general elections in 2019. Past Present ← x ————— x 2019 2024 The election happened in the past – in the year 2019. Now it is 2024. It is used: a. in narratives. E.g. When I was four years old, a glass fell on my foot. It pierced my foot deep.... b. after if conditional to indicate an imaginary situation. E.g. If I were rich, I would have Haleem every day. c. After it's time, and wish E.g. It is 5:00 pm; it's time you submitted your answer script. I wish I knew his name. d. Indirect speech E.g. He asked me what the situation was.	It is used to describe an action that was completed before another action in the past took place. This tense is formed by using had followed by a verb in its past participle form. E.g. When I went to Pravis' house at 9 a.m. he had already left for school. Action 1 Action 2 Now 8:30 a.m. 9 a.m. 10 a.m. X ————— xx ↓ ↓ Pravis left for school I went to Pravis' house The past perfect tense is used in reported speech after asked, explained, said, thought, told, etc. E.g. I said that he had played cricket.	The present perfect tense describes an action that started in the past and has continued until the present moment. It is formed by using the auxiliary verb have or has in combination with the past participle of the main verb. This tense is often used to talk about experiences or events connected to the present. E.g. They have worked in Hyderabad for one year. 2015 (Past) 2024 x ————— x ↓ ↓ Started work have worked Now

Table 1.5.2 Tenses Continuation

Present Continuous Tense	Past Continuous Tense	Present Perfect Continuous Tense	Past Perfect Continuous Tense
The present continuous tense refers to actions which are going on. It indicates two important things: - limited period, and - the action is taking place (but need not be completed) The present continuous tense is formed by using am/is/are followed by a verb in the -ing form. Uses of the present continuous tense. - The present continuous tense is used to describe actions that are currently in progress. E.g. I am writing now. - The other uses – to refer to: - habitual actions (to indicate anger or irritation) E.g. the maidservant is always breaking the glass tumblers. - specific point in the future when an activity that has been previously planned is expected to be already underway. It could be a meeting, event, or any activity that has been scheduled in advance. E.g. I am going to picnic tomorrow.	The past continuous tense refers to activities in progress in the past. Very often this tense is used in combination with the simple past to refer to an action which started before the action in the simple past. The past continuous tense is formed by using was/were followed by a verb in the -ing form. E.g. I was writing an assignment when someone knocked on the door. 9 a.m. 10 a.m. 11 a.m. Now	The present perfect continuous tense is used to connect the past and the present, just like the present perfect tense. However, it is specifically used to indicate that an action that began in the past is still ongoing at the present moment, but for a temporary or limited period. It is formed by using has/have followed by been in its past participle form and a verb ending with -ing(has/have + been + V-ing). E.g. I have been writing an assignment for two hours. 9 a.m. 11 a.m. Started Now writing	The past perfect continuous tense is used to refer to an activity of limited duration in the distant past. It is formed by using had followed by been in its past participle form and a verb ending with -ing(had + been + V-ing). E.g. Pravis had been teaching for two hours. 8 a.m. 10 a.m. 11 a.m. Now Past

Table 1.5.3 Tenses Continuation

Future Time	Examples
Use of the <i>simple present tense</i> (V-s) The simple present tense can refer to future events that are certain.	E.g. Our university <i>reopens</i> on 27 June 2024
Use of <i>shall/will</i> The modal auxiliary verbs <i>shall</i> and <i>will</i> are commonly used to refer to future actions. They are: - When making predictions about future events, we often rely on information such as advertisements, posters, predictions, or announcements - Unavoidable future facts.	The wedding reception <i>will</i> begin at 6 p.m. (based on the invitation card) Our principal <i>will</i> retire on 30 November 2024.
Use of <i>going to</i> Going to normally used to refer to future events in two cases: - If there is a present indication of a future event. - To express the fulfilment of a current intention.	This tree is <i>going to</i> flower now. (indication – the spring season started) My sister is <i>going to</i> deliver a baby. (indication – she has completed her ninth month of pregnancy) I am <i>going to</i> Visakhapatnam on 12 May 2024 to cast my vote.
Use of the <i>present continuous tense</i> (<i>be</i> + <i>v-ing</i>) This tense is used to refer to future events that have already been arranged and is generally used for the near future.	I <i>am going</i> to see an ophthalmologist today.
Use of <i>will/shall</i> (<i>be</i> + <i>v-ing</i>) This construction is used to describe a temporary event in progress that will occur in the future.	This time tomorrow I <i>will be teaching</i> English.

Use of <i>be + about to + infinite</i> or <i>on the point/verge of + ing</i> These constructions are used to refer to imminent future events. (bound to happen in a short period)	The doors of the Vande Bharat train are about to close (so board the train quickly). My car is so close to the scooter that it is on the verge of hitting the scooter.
Use of <i>be (am/is/are/was/were) +to+v</i> This is used for arrangements which have been planned for the future. It can also be used for events which are <i>destined</i>.	Mallikarjun Kharge will visit the India Gate on 26 January 2025. He <i>is to lay</i> a wreath of flowers to pay homage to the departed soldiers. (future arrangement) I thought I would never meet my school friends again but <i>were to meet</i> three years later on the 175th school anniversary day. (destined)
Use of <i>will/shall+perfectand will/shall+perfect continuous</i> This is a construction which is used to refer to an event/state as seen in future.	I have sown the seeds of a hybrid mango tree. In six years, it <i>will have borne</i> fruit. By next year, I will <i>have been learning</i> Kannada for 10 years. <pre> graph LR X((X)) --- 2024((2024)) --- XX((XX)) X -- "Ten years" --> XX X --> S[Started leaning Kannada] 2024 --> N[Now] XX --> T[Tenth year] </pre>

1.5 Summary

In this Unit, we have learned eight types of word classes. They are verbs, adverbs, nouns, adjectives, pronouns, prepositions, conjunctions and determiners. We have also seen the sub-categories of most of the word classes. In addition, notes have also been given to caution you about where to use and how to use them.

We have learned what a sentence is, and how it is formed. In addition, we have looked at different types of sentences – declarative, interrogative, imperative and exclamatory with

affirmative and negative examples. Further, discussed rules to construct interrogative, imperative and exclamatory sentences. We have also dealt with the functions too. We have discussed different types of tenses and how present tense and modal verbs are used to indicate future time. It has been also established that there is no future tense. In addition, we have also studied the kind of intonation we use in different contexts to express emotions or mood.

1.6 Glossary

Content words:	give meaning to most of the text – speech or written document. These are the words which receive stress while speaking.
Function words:	carry very little meaning in a text. These function words are prepositions, determiners, conjunctions, and pronouns.
Modal verbs:	they are basically auxiliary verbs which express necessity or Possibility. E.g. must, shall, will, should, would, can, could, may and might.
Affirmative sentence:	it is a positive sentence without any negative words like not, never, etc. In other words, it asserts an action or an idea.
Negative sentence:	it denotes a negative idea, action, or opinion. It has negative words like neither, never, nobody, not, nothing, no, none, no one, nowhere, nor. Interestingly, all these negative words/particles start with n.

1.7 Learning Outcomes

By the end of this unit, the learner will be able to:

- **Identify and classify word classes** into content words (verbs, nouns, adjectives, adverbs, interjections) and function words (prepositions, pronouns, conjunctions, determiners).
- **Construct meaningful sentences** using different content and function word classes appropriately.
- **Differentiate and apply types of sentences** (declarative, interrogative, imperative, exclamatory) in both written and spoken contexts.
- **Explain the distinction between tense and time**, and demonstrate how tense expresses time in communication.
- **Form sentences using various tenses** (present, past, and future time expressions with auxiliaries/modals) correctly to indicate actions and states.

1.8 Model Examination Questions

Objective Type Questions

The modern term used for “Parts of Speech” in grammar is:

- a) Word units
- b) **Word classes**
- c) Word forms
- d) Word structures

2. Which of the following is a *content word*?

- a) Preposition
- b) Pronoun
- c) **Verb**
- d) Determiner

3. A verb that transfers the action from the doer to an object is called:

- a) Intransitive verb
- b) Auxiliary verb
- c) Linking verb
- d) **Transitive verb**

4. “Pravis is tall.” — The word *tall* is an example of:

- a) Adverb
- b) Demonstrative adjective
- c) Adjective of quality
- d) **Adjective of size**

5. Which of the following is NOT an adverb form category?

- a) -ly
- b) -wise
- c) -wards
- d) **-tion**

6. A word used instead of a noun is called:

- a) Determiner
- b) Conjunction
- c) **Pronoun**
- d) Adverb

7. The basic form of a statement with falling intonation is called a:

- a) **Declarative sentence**
- b) Imperative sentence
- c) Interrogative sentence
- d) Exclamatory sentence

8. “Do not open the door.” — This sentence is:

- a) **Declarative**

b) Negative imperative

c) Exclamatory

d) Interrogative

9. The present continuous tense can refer to:

a) Only the present time

b) Only the past time

c) Both present and future time

d) Only future time

10. According to modern grammar, English has how many tenses?

a) One

b) Two

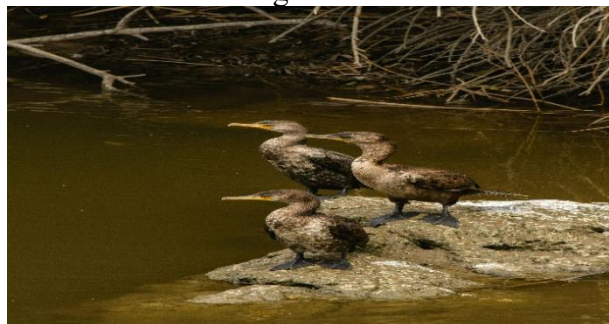
c) Three

d) Four

Short Answer Type Questions

1. Look at Figure 1.1 and describe it using adverbs.

Figure 1.1



<https://www.pexels.com>

2. Look at Figure 1.2 and write down sentences using adjectives.

Figure 1.2



<https://www.pexels.com>

3. Look at Figure 1.3 and write down 3 sentences using nouns.

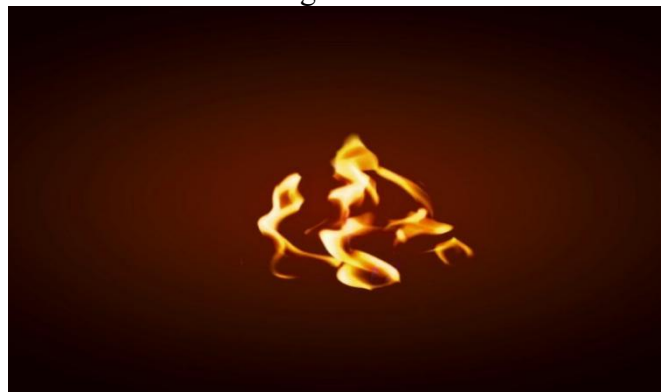
Figure 1.3



<https://www.pexels.com>

4. Look at Figure 1.4 and write down sentences using verbs.

Figure 1.4



<https://www.pexels.com>

5. Write a short answer on the types of adverbs with examples.
6. Write a short answer on the kinds of adjectives with examples.
7. Write a brief note on all the word classes.
8. Look at figure 1.5 and describe it using *declarative* and *exclamatory* sentences.

Figure 1.5



<https://pngtree.com>

9. Look at Figure 1.6 below and form imperative sentences.

Figure 1.6



<https://pixabay.com>

10. Look at figure 1.7 below and form interrogative sentences.

Figure 1.7



<https://pixabay.com>

1. Write short notes on:
 - a. interrogative sentence
 - b. imperative sentence
 - c. exclamatory sentence
2. State the types of interrogative sentences and give examples.
3. Give examples of different forms of imperative sentences.
4. State the difference between *tense* and *time* and write about the present tense with its aspect of time.

Long Answer Type Questions

1. Write elaborately regarding *content* and *function* word classes. Give examples.
2. What are the types of sentences? Give three examples for each of the types.
3. Write a detailed account of the past tense and give examples.
4. What are the rules followed to indicate *future* time in a sentence? Give examples.

1.9 Suggested Reading Materials

1. Allen, W. Stannard. (1973). Living English Structure. New Delhi: Orient Longman Limited.

2. Parrott, Martin. (2000). Grammar for English Language Teachers (2nd ed.). Cambridge: CUP.
3. Quirk, Randolph. & Greenbaum, Sidney. (1973) A University Grammar of English. England: Longman.

Unit 2: Grammar 2*

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Transformation of Sentences
 - 2.2.1 Active – Passive
 - 2.2.2 Direct – Indirect
 - 2.2.3 Affirmative – Negative Sentences
- 2.3 Degrees of Comparison
 - 2.3.2 Degrees of Comparison in English Grammar
 - 2.3.1 Definition of degrees of comparison
 - 2.3.3 Rules to form comparative and superlative degrees.
- 2.4 Clauses
 - 2.4.1 What is a sentence?
 - 2.4.2 What is a clause?
 - 2.4.3 What are the types of clauses?
 - 2.4.4 Relative Clauses
- 2.5 Question Tags
 - 2.5.1 Rules to Use Question Tags
 - 2.5.2 Note the anomalies
- 2.6 Summary
- 2.7 Glossary
- 2.8 Learning Outcomes
- 2.8 Model Examination Questions
- 2.9 Suggested Reading Materials

2.0 Introduction

This Unit encompasses a wide range of sub-topics. Transformation of sentences includes active and passive voice, direct and indirect speech, and affirmative and negative sentences. In these, we deal with the rules as to how the sentences could be transformed from one form to the other. In degrees of comparison, we primarily learn about positive, comparative and superlative degrees of comparison. We shall also learn the type-one and type-two forms of comparison in this subunit.

As pointed out earlier, clauses are an important part of a sentence. In this, we shall focus on subordinate and principal clauses and also know about the relative clauses in some detail. In the last subunit, we have question tags. They are quite interesting fellows, who change their persona according to the affirmative or negative statement, which comes before them.

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

Overall, throughout the Unit, we will delve deeply into each of these sub-topics to ensure a comprehensive understanding of the topics

2.1 Objectives

The objectives of this Unit are to learn:

- how to transform a sentence from active to passive
- how to transform direct speech into indirect speech
- how to transform a sentence from affirmative to negative
- the degrees of comparison and the rules associated with them
- the meaning of a clause, the types of clauses, and how to use them in a sentence
- the forms of question tags, and how to use them in their speech

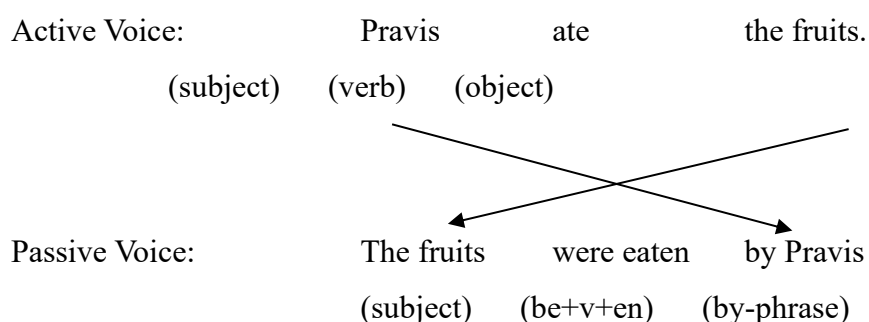
2.2 Transformation of Sentences

2.2.1 Active – Passive

In passive construction, the focus is on the person or thing affected. Passive construction does two tasks:

- a. It repositions the object or affected as the subject, with the original subject optionally placed in a by-phrase.
- b. It introduces the verb **be** and the past participle form of the verb (**-en/-ed**).

Example:



In the case of verbs that have two objects, any one of the two can be the subject of the passive construction.

Examples: Pravis gave his car to Wasi. (active)
Javed Wani was given the car by Pravis. (passive)
A car was given by Pravis. (passive)

2.2.1.1 Uses of passive construction

A passive construction is used when:

- a. the agent is not known

Example: Tupia's house was burgled in Hyderabad on 31 December 2024. (the burglar was unknown).

b. the agent is understood.

Example: Urdu is taught at MANUU.

c. the process is more important than the agent – in scientific experiments or recipes.

Example: Topiago pellets and sugar are added to milk. Then the mixture is boiled for ten minutes.

d. the agent prefers to keep his identity confidential and does not wish to disclose it.

Example: an error was/has been made. (instead of I made an error)

e. the speaker intends not to disclose the source of the confidential information.

Example: I was informed that the Spanish classes were uninteresting. (instead of: Tupia informed me that the Spanish classes were uninteresting)

f. you do not know the answer or to hide your ignorance

Example: This is an important tree. The sapling of this tree was planted in 2005. (Instead of: This is an important tree. Dr. APJ Abdul Kalam planted the sapling of this tree in 2005.)

2.2.1.2 Time/Tense-wise Active and Passive Constructions

Table 2.1

Tense/Time	Active Construction	Passive Construction
Simple Present	Mr. Tupia teaches Urdu.	Urdu is taught by Mr. Tupia.
Simple Past	Mr. Pravis taught English.	English was taught by Mr. Pravis.
Present Continuous	Mr. Tupia is teaching Hindi.	Hindi is being taught by Mr. Tupia.
Past Continuous	Mr. Pravis was teaching Dogri.	Dogri was being taught by Mr. Pravis.
Present Perfect	Mr. Tupia has taught us Mythili.	Mythili has been taught by Mr. Tupia.
Past Perfect	Mr. Pravis had taught us Tamil.	Tamil had been taught by Mr. Pravis.
Future	Mr. Tupia will teach Telugu tomorrow.	Telugu will be taught by Mr. Tupia tomorrow.

2.2.1.3 What not to do?

a. Normally, the passive construction of a sentence is not possible with intransitive verbs like run, walk, die, jump, sleep, etc. cannot be used in a passive construction.

Example: She was walked on the university lawns. (incorrect)

She walked on the university lawns. (correct)

- b. Reflexive objects like himself, themselves, myself, herself, etc. cannot be used in a passive construction.
- c. Verbs like weigh, fit, resemble, have (in the meaning of possession), etc. cannot be used in the passive form.

2.2.2 Direct – Indirect

Observe the two sentences given below:

The stranger asked a woman, “Where do you live?”

The woman replied, “I live in Hyderabad.”

In the above two sentences, the exact words spoken by the stranger and the woman are reported and placed within quotation marks. This is called direct speech.

There is another way to report the conversation between the stranger and the woman. Look at these sentences.

The stranger asked the woman **where she lived**. The woman replied that **she lived in Hyderabad**. This is called **indirect/reported speech**.

The two types of speech are given in Table 2.2 below.

Table 2.2

Direct Speech	Indirect Speech
Examples: a. The stranger asked a woman, “Where do you live?” b. She replied, “I live in Hyderabad.”	Examples: a. The stranger asked the woman where she lived . b. The woman replied that she lived in Hyderabad .
The exact words spoken are placed within quotation marks.	The quotation marks are removed.
The sequence of words within quotation marks is a sentence. Where do you live? I live in Hyderabad	This is reduced to a clause Where she lived that she lived in Hyderabad
Pronouns used You } first and second person I }	Pronouns change to: She } third person She }
The verb in a sentence that is within quotation marks has its tense. The tense is the same as the moment of speaking do is	The tense of the reported speech changes according to the tense of the reporting verb. did was

No conjunction is used	A subordinating conjunction may be used to introduce the clause. Example: that she lived in Hyderabad.
------------------------	---

As mentioned in the beginning, the second form of reporting is called **indirect speech** or **reported speech**.

In **indirect speech**, we report the ideas of the person using the same tenses and pronouns as we use when reporting the rest of the situation.

Changes in direct/indirect speech. We can see the changes quite clearly in Table 2.3

Table 2.3

S. No.	Direct Speech	Indirect/Reported Speech
1	Simple present <i>I love gooseberries.</i>	Simple past She said that he loved gooseberries.
2	Present Continuous <i>Tupiais beating me.</i>	Past Continuous He said that Tupiawas beating him.
3	Present perfect <i>You have played on the ground.</i>	Past perfect He said that he had played on the ground.
4	Simple Past <i>I watched the programme at 10 a.m.</i>	Past perfect She said that she had watched the programme at 10 a.m.
5	Past continuous <i>He was writing a letter.</i>	Past continuous or past perfect continuous She said that he was writing a letter. She said that he had been writing a letter.
6	Past perfect <i>I had seen it.</i>	Past perfect He confessed that he had seen it.
7	can, may <i>The felling of trees can/may cause climate change.</i>	could, might Scientists said that the felling of trees could/might cause climate change.
8	Shall, Will <i>I shall/will come again to rule the world.</i>	Would He proclaimed that he would come again to rule the world.
9	should <i>I should be grateful to God.</i>	would She said that she would be grateful to God.
10	could, would, might, ought to	No change
11	here <i>The body is buried here.</i>	there He confessed that the body was buried there.
12	this <i>This is your pencil.</i>	that He said that was his pencil.
13	today <i>Today is a great day!</i>	that day He exclaimed that that day was great.
14	tomorrow <i>Tomorrow will be a memorable day.</i>	the next day He said that the next day would be a memorable day.
15	yesterday <i>Yesterday was lost in time.</i>	the previous day He said that the previous day was/had been lost in time.
16	next	the following

	<i>I have a class with you next Monday.</i>	She said that she had a class with them the following Monday.
17	Now I am happy now.	Then He said that he was happy then.

2.2.3 Affirmative – Negative Sentences

2.2.3.1 What is a negative sentence?

A negative sentence contains a negative word like **not**, **never**, **nobody**, **nothing**, **neither**, **no**, **none**, **no one**, **nowhere**, **nor**.

Look at the sentences given in Table 2.4.

Table 2.4

Affirmative	Negative
I am good.	I am not good.
We are doctors.	We are not doctors.
She was a student.	She was not a student.
He is honest.	He is not honest
They were policemen.	They were not policemen.

The sentences in the left-hand column are affirmative (positive) whereas the sentences in the right-hand column are negative due to the word, **not**. If you observe, the word **not** is placed after the main verb.

We must note that when there is no stress on the negative **not**, the verb and **not** are contracted to form a single word. Look at these examples:

- a. is + not → isn't
- b. are + not → aren't
- c. was + not → wasn't
- d. were + not → weren't
- e. am + not → am not (No change)

2.2.3.2 Construction of sentence when the main verb is 'have'

Table 2.5

Affirmative	Negative
He has a blue car.	He does not have a blue car.
She has a green sari.	She does not have a green sari.
They have enough chocolates.	They do not have enough chocolates.
We have cinema tickets.	We do not have cinema tickets.

Interestingly, a dummy '**do**' is inserted when the verb '**have**' is treated like other verbs without an auxiliary. See Table 2.5.

2.2.3.3 Construction of sentence with other verbs

See Table 2.7 for more information.

Table 2.7

Affirmative	Negative
Tupia walks daily.	Tupia does not walk daily.

Tipiri knows classical dance.	Tipiri does not know classical dance.
Tumba ate chocolates.	Tumba did not eat chocolates.
Dimmi slept in the morning.	Dimmi did not sleep in the morning.

If there is an auxiliary verb, **not** should be placed between the auxiliary verb and the main verb.

Example: They **have not** come for lunch yet.

If there is more than one auxiliary verb, **not** should be placed after the first auxiliary verb.

Example: They **had not** been going to college for a long time.

2.2.3.4 Negative commands

A negative command is formed by adding **do not** or **don't** to the imperative sentence.

See Table 2.8

Table 2.8

Affirmative	Negative
Sing a song.	Don't sing a song.
Come to the office.	Don't come to the office.
Chase the fox.	Don't chase the fox.

Table 2.9 Negative questions

Affirmative	Question	Negative	Contracted form
She is a teacher.	Is she a doctor?	Is she not a teacher?	Isn't she a teacher?
They are friends.	Are they friends?	Are they not friends?	Aren't they friends?
He is an engineer.	Is he an engineer?	Is he not an engineer?	Isn't he an engineer?

Note: As per the question tag rules, the contracted form **n't** expect an answer of **yes**.

2.2.3.5 Wh-questions

The negative wh-questions are formed by placing the negative after the first auxiliary verb. See Table 2.10.

Table 2.10

Affirmative	Wh-question	Negative Wh-question
Yesterday, he went to school on foot.	How did he go to school yesterday?	How didn't he go to school yesterday?
He took his dog to the woods in the morning.	Where did he take his dog in the morning?	Where didn't he take his dog in the morning?

2.2.3.6 Negative Words

Look at Table 2.11 below for different negative words and their usage.

Table 2.11

Affirmative	Negative 1	Negative 2
My mother gave me some sweets.	My mother did not give me any sweets.	My mother gave me no sweets.

She gave me something .	She did not give me anything .	She gave me nothing .
He has made a few errors.	He hasn't made any errors.	He has made no errors.
I made both of those teaching aids.	I didn't make any of the teaching aids.	I made neither of the teaching aids.
I watch films sometimes .	I don't ever watch films.	I never watch films.
He is still sleeping.	He isn't sleeping any longer .	He is no longer sleeping.

2.3 Degrees of Comparison

2.3.1 Definition of degrees of comparison

The "degree of comparison" is a linguistic term that refers to the different forms of adjectives and adverbs used to make comparisons between nouns with comparable qualities. According to the Collins Dictionary, these forms include the positive (the basic form of the adjective or adverb), the comparative (used to compare two things), and the superlative (used to compare more than two things).

2.3.2 Degrees of Comparison in English Grammar

Degrees of comparison are an essential part of the English grammar because they enable us to make meaningful comparisons. In English, there are three primary degrees of comparison, namely: the Positive Degree of Comparison, the Comparative Degree of Comparison, and the Superlative Degree of Comparison.

2.3.2.1 Positive Degree

The positive degree of comparison is the base form of an adjective or adverb. It describes a specific quality without comparing it to anything.

Examples: He runs fast.
 These biscuits are tasty.
 Dogs are loyal animals.

2.3.2.2 Comparative Degree

The comparative degree of comparison is utilized when there is a need to compare the same quality of two distinct nouns or the same noun at two different points in time. This degree of comparison serves to stress the degree of the quality possessed by each noun, thus enabling a clearer differentiation between them.

Examples: He runs faster than Milka Singh.
 These biscuits are tastier than the cookies we had yesterday.
 Dogs are more loyal than any other animal.

2.3.2.3 Superlative Degree

The superlative degree of comparison is the highest level of comparison. It is employed to compare more than two nouns, helping us to determine which noun among those being compared possesses the highest or lowest degree of the specified quality. In essence, the superlative degree of comparison serves as a yardstick for measuring the degree of excellence or inferiority among the compared nouns in a given context.

Examples: He is the fastest runner.
 These biscuits are the tastiest.
 Dogs are the most loyal animals.

2.3.3 Rules to form comparative and superlative degrees.

There are some rules to form comparative and superlative degrees of comparison from the positive degree. The rules are given below:

2.3.3.1 The final consonant of a monosyllabic adjective/adverb is doubled and '-er' and '-est' is added.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Fat	Fatter	Fattest
Hot	Hotter	Hottest
Slim	Slimmer	Slimmest
Thin	Thinner	Thinnest

2.3.3.2 In monosyllabic adjectives/adverbs add '-er' and '-est' to it, where the last consonant is preceded by a consonant or two vowels.

Positive	Comparative	Superlative
Fast	Faster	Fastest
High	Higher	Highest
Long	Longer	Longest
Short	Shorter	Shortest
Weak	Weaker	Weakest

2.3.3.3 Add '-r' and '-st' to adjectives/adverbs ending in 'e'.

Positive	Comparative	Superlative
Brave	Braver	Bravest
Close	Closer	Closest
Fine	Finer	Finest

Large	Larger	Largest
Simple	Simpler	Simplest

2.3.3.4 Replace 'y' with '-ier' and '-iest' in adjectives/adverbs ending in 'y'.

Positive	Comparative	Superlative
Happy	Happier	Happiest
Easy	Easier	Easiest
Heavy	Heavier	Heaviest
Costly	Costlier	Costliest
Busy	Busier	Busiest

2.3.3.5 Add 'more' and 'most' to polysyllabic adjectives/adverbs.

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Careful	More careful	Most careful
Difficult	More difficult	Most difficult

2.3.3.6 Irregular adjectives/adverbs completely change.

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Much	More	Most
Little	Less	Least
Many	More	Most

Type-1 and Type-2 sentence constructions in all the degrees of comparison.

Look at the Table 2.12 sentences given below:

Table 2.12

Type	Positive	Comparative	Superlative
Type 1 Sentence	Tupia is tall.	Tupia is taller than Tumba.	Tupia is the tallest.
Type 2 Sentence	Tupia is as tall as some of the boys in the class.	Tupia is taller than many boys in the class.	Tupia is one of the tallest boys in the class.

2.4 Clauses

2.4.1 What is a sentence?

A sentence can be complete with one independent clause, or it can have an independent clause joined by a dependent clause.

2.4.2 What is a clause?

A clause is a string of words that contains both a subject and a verb. A sentence may consist of one or more clauses.

Example: I sent many gifts to her last year.

In this sentence, I sent many gifts to her is a clause. 'I' is the subject and 'sent' is a verb.

2.4.3 What are the types of clauses?

There are different types of clauses, namely dependent clauses, independent clauses, relative clauses, noun clauses, etc. In this lesson, we shall deal with *independent* clauses and *dependent* clauses.

2.4.3.1 Independent Clause

What is an independent clause?

An independent clause consists of a subject and a verb, and it expresses a complete thought. An independent clause can stand alone as a sentence. We can identify an independent clause if it makes sense on its own without any additional information.

Example: My father donates a piece of land.

This sentence provides an example of an independent clause. The subject is *my father* and the verb is *donates*. The reader does not expect any additional information.

2.4.3.2 Dependent Clause

What is a dependent clause?

A dependent clause is a group of words that has a subject and a verb, but it does not express a complete thought. If a group of words has a subject and verb but does not express a complete idea, it is considered a dependent clause.

Before I left for England

This is an example of a dependent clause. 'I' is the subject, and 'left' is the verb. However, the thought is incomplete, and the reader needs more information to make a complete sense of it.

A dependent clause is considered a fragment. If the dependent clause *Before I left for England* is joined to the independent clause, *I had completed my post-graduate degree* it would make a complete sentence.

2.4.4 Relative Clauses

Under subordinate clauses, we have relative clauses, which form an important part of the sentence.

Relative clauses can be formed with a subject, direct object, indirect object or possessive noun phrase or a complement. They are used in descriptions and narratives.

Let us look at some important characteristics of relative clauses.

1. They are subordinate clauses.
2. They begin with relative pronouns – when, where, which, who, whom, whose, why, and that. Relative pronoun acts as the subject or object to a preposition, as a possessive or an adjunct in the relative clause.
3. These clauses are used to identify people, places, time, and things accurately.
4. They modify the meaning of the noun that they follow. We place a relative clause immediately after the noun, which refers to the person, thing, place or group we are talking about. Relative clauses function like adjectives. They are sometimes called adjectival clauses.

2.4.4.1 Relative clauses are of two types:

1. Restrictive/Defining relative clause: restrict/pinpoint/modify the noun or nouns they follow. Look at the example given below.

Example: **Tupia**, who is in the blue shirt, **is the brother of Tumba.**

The noun ***Tupia*** is exactly pinpointed with the information provided.

Defining relative clause is used after indefinite pronouns like someone, anyone, everything, etc.

2. Non-restrictive/Non-defining relative clause: gives us some more information about the noun.

Example: Tupia, **who is in the blue shirt**, is the brother of Tumba.

The expression in bold is not necessary to identify the noun ***Tupia*** (as all the people in the area know who Tupia is) but it merely provides additional information. This is usually used after proper nouns. It is written with commas and spoken with a pause.

Check Your Progress

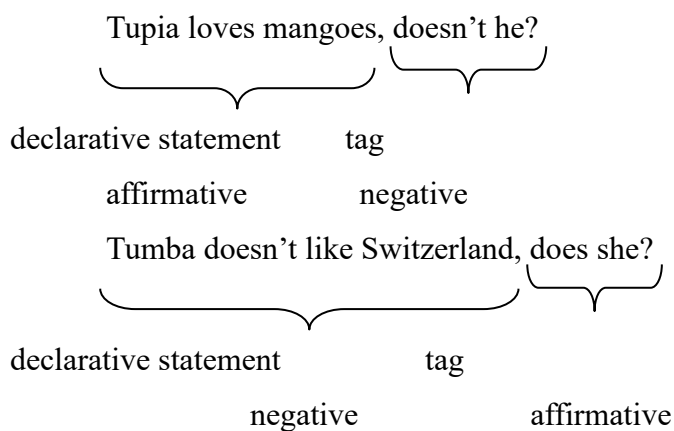
Exemplify types of clauses.

2.5 Question Tags

These are like yes/no questions. Tag questions consist of a ***statement***, (***a declarative clause***) followed by a ***tag***, yes/no question. The negative in the tag is always the contracted form of ***n't***.

A tag in the negative expects an affirmative response. A tag in the positive expects a negative response.

Consider the following example.



2.5.1 Rules to Use Question Tags

The following rules are to be followed to use the question tags.

- a. An affirmative statement has a negative tag and a negative statement has an affirmative tag.

Examples: You are Tumba, aren't you?
 You don't play tennis, do you?

- b. Use a positive statement with a positive tag when you want to show your reaction to what someone has just said – expressing interest, surprise, doubt, or anger.

Example: So, you inherited the property, did you?

- c. Use an appropriate pronoun (which agrees with it in number, gender and person) in the tag to replace the noun in the subject of the statement.

Examples: Tupia is a classical singer, isn't he?
 Tupia and Tumba are good guitarists, aren't they?

- d. Use a dummy verb **do** in the tag if there is no auxiliary verb in the main sentence.

Examples: Tumba and Tupia eat too much of Haleem, don't they?

- e. Use modal auxiliary verbs like **will**, **would**, **can**, and **could** in the tags of imperative sentences.

The tag **won't** indicate an invitation whereas **will**, **would**, **can**, **can't** suggest an order.

Examples: Do come to the party, **won't** you? (invitation)
 Close the door, **can't** you?
 Open the bag, **will** you?

- f. Use a negative sentence with a tag to get help or information.

Examples: You haven't done my work, have you? (Meaning: Have you done my work?)

- g. To make suggestions

Example: Let us have Haleem in Pista House, shall we?

2.5.2 Note the anomalies

- a. Usually, we use the tag ***aren't I*** in statements with ***I*** and the ***be*** form of the verb. ***Am I not?*** can be used but it is too formal.

Example: I am good, am I not?

- b. A question tag is not possible with questions. It is used with commands, statements and exclamations.

- c. With nobody and nothing, it is possible to use only an affirmation tag.

Use ***they*** in question tags after ***anybody, anyone, everybody, everyone, nobody, none, somebody*** or ***someone***

Example: Everybody is sleeping outside, aren't they?

Use ***it*** in question tags after ***anything, everything, nothing*** or ***something***.

Example: Nothing is important, does ***it***?

- d. Use only a negative tag with ***someone, somebody*** or ***everyone***.

Example: Everyone knows the secret, ***don't they***.

- e. When we use ***there*** or ***one*** as the subject of the statement, the tag too repeats ***there*** or ***one***.

Examples: There are sweets in the box, aren't ***there***?

One comes to the office, doesn't ***one***?

2.6 Summary

Aspiring teachers should have a clear understanding of the three main components of language: knowing the language, understanding the language, and knowing how to teach it. These components are essential for effective language instruction.

In this Unit, we have explored different types of word classes in the English language. These classes include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Each type of word has a specific function within a sentence and can vary depending on its placement.

Words, phrases, and clauses are necessary for constructing a sentence. Therefore, this unit has provided an overview of the different types of sentences, including declarative,

interrogative, imperative, and exclamatory. Additionally, it has covered tenses and time, which are essential components of the English grammar.

Understanding how to construct a sentence is not enough. It is also essential to know the type of intonation in each sentence. The intonation of a sentence is the rising and falling of the pitch of the voice. This Unit has also covered the different types of intonation used in declarative, interrogative, and exclamatory intonation.

To sum up, this unit has provided a comprehensive understanding of the fundamental aspects of the English language. It has covered word classes, types of sentences, tenses/time, intonation, degrees of comparison, clauses, question tags, etc. to have a clear understanding of the functions and forms of the English language and to be equipped to teach it effectively.

2.7 Glossary

Active voice:	The noun or pronoun which acts as the subject in the sentence is the doer of the action.
Comparative degree	Compares the quality of more than two nouns or pronouns to indicate a greater or lesser degree of the quality.
Passive voice:	the subject in a sentence is acted upon by the action or verb. In other words, the subject in the sentence is passive.
positive degree	States the quality of a noun or pronoun, which acts as the subject in a sentence.
Question tag	It is a simple statement followed by a short question, usually contracted form.
Superlative degree	states which of the nouns in a sentence has the greatest or least degree of the quality mentioned.
Tense	It is a grammatical classification that aligns with the past and present.
Time	It is a fundamental concept that is associated with meaning and encompasses the past, present, and future.

2.8 Learning Outcomes

After completing this unit, students will be able to;

- Convert sentences from active voice to passive voice accurately in both written and spoken contexts.
- Transform direct speech into indirect speech while maintaining the intended meaning and tense consistency.
- Change affirmative sentences into negative sentences without altering the original sense.

- Identify and apply the degrees of comparison (positive, comparative, and superlative) correctly according to grammar rules.
- Recognize different types of clauses (main, subordinate, relative, etc.) and use them effectively in sentence construction.
- Form and apply correct question tags in everyday communication to seek confirmation or agreement.

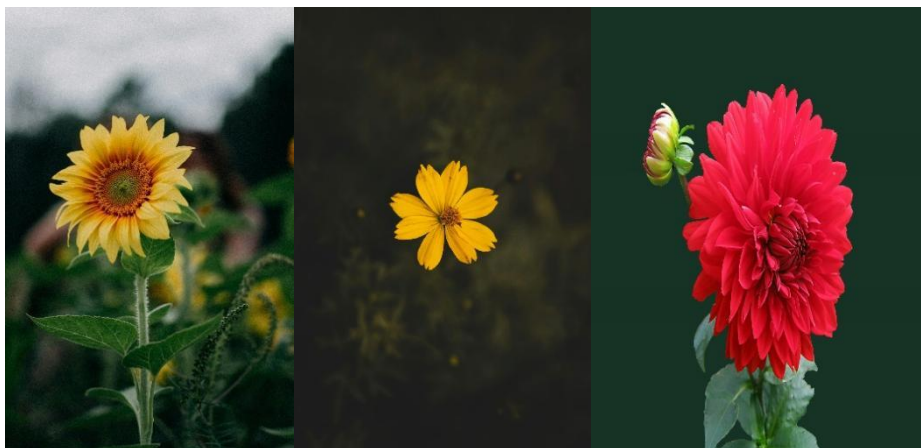
2.9 Model Examinations Questions

1. Look at the picture given below and use a suitable question tag.



<https://www.pexels.com>

2. Look at the pictures given below and compare them using all the degrees of comparison.



<https://www.pexels.com>

Short-Answer Type Questions

1. What rules do you follow to construct a positive degree of comparison?
2. Give ten examples of question tags.
3. What rules do you follow to construct a comparative degree of comparison?
4. Write down the rules of the comparative degree of comparison. Give examples.
5. Enumerate the rules of superlative degree of comparison. Give examples.

Long-Answer Type Questions

1. State the rules of question tags. Give examples.
2. What are the rules for converting an active voice sentence to a passive sentence? Give examples.
3. What are the rules for transforming direct speech into indirect speech? Give examples.
4. What are the rules for converting an affirmative sentence to a negative? Give examples.

2.10 Suggested Reading Materials

1. Allen, W. Stannard. (1973). Living English Structure. New Delhi: Orient Longman Limited.
2. Murphy, R (1994). Intermediate English Grammar. New Delhi: Cambridge University Press India Pvt Ltd.
3. Parrott, Martin. (2000). Grammar for English Language Teachers (2nd ed.). Cambridge: CUP
4. Quirk, Randolph. & Greenbaum, Sidney. (1973) A University Grammar of English. England: Longman.
5. Swan, M & Walter, C. (2011). Oxford English Grammar Course. UK: Oxford University Press.

Unit 3: Phonetics 1*

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Phonetics
 - 3.2.1 Segmental Features
 - 3.2.2 Supra-segmental Features
 - 3.2.2.1 Stress
 - 3.2.2.1.1 Rules of Word Stress
 - 3.2.2.2 Rhythm
 - 3.2.2.3 Intonation
 - 3.2.2.3.1 Falling Tone
 - 3.2.2.3.3 Falling-rising tone
 - 3.2.2.3.4 Rising-falling tone
- 3.3 Summary
- 3.4 Glossary
- 3.5 Learning Outcomes
- 3.6 Model Examination Questions
- 3.7 Suggested Reading Materials

3.0 Introduction

Effective communication encompasses both written and spoken language. English presents a distinct challenge as it utilizes the alphabet for writing and phonemes for speaking. As a result, mastering the language requires proficiency in both aspects. Furthermore, a thorough understanding of segmental features such as vowels, diphthongs, and consonants is essential for clear articulation of ideas. This unit delves into these segmental features, as well as supra-segmental features including stress, rhythm, and intonation. Intonation, in particular, encompasses four types: Falling, Rising, Falling-rising, and Rising-falling.

3.1 Objectives

The objectives of this Unit are to study:

- vowels and know how to pronounce pure vowels and diphthong
- the three-term labels of pure vowels
- consonants and know how to pronounce them
- the classification and description of consonant sounds
- the meaning of stress, and the rules of the word stress
- the meaning of rhythm and the rules of rhythm
- the different types of intonation and their uses

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

3.2 Phonetics

Phonetics is the scientific study of the sounds of a language.

3.2.1 Segmental Features

Segmental features are the speech sounds of the English language. Here, we shall learn about organs of speech, vowels (pure vowels and diphthongs) and consonants and how they are articulated. All these come under 'Phonetics'. Before we study speech sounds, we shall learn about the organs of speech.

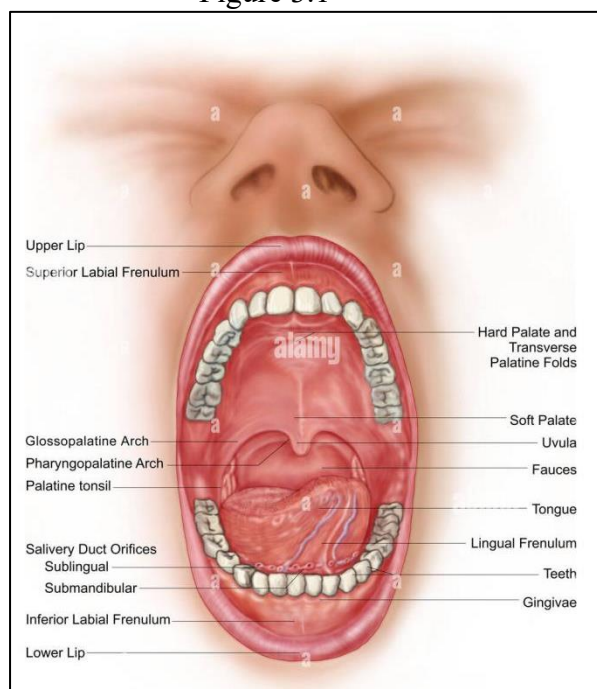
Organs of Speech

Various organs of speech help us to pronounce sounds and words. Without these organs speech is impossible. Let us know about the important organs of speech:

- a. lips
- b. teeth
- c. alveolar ridge
- d. hard palate
- e. soft palate (velum)
- f. nasal cavity

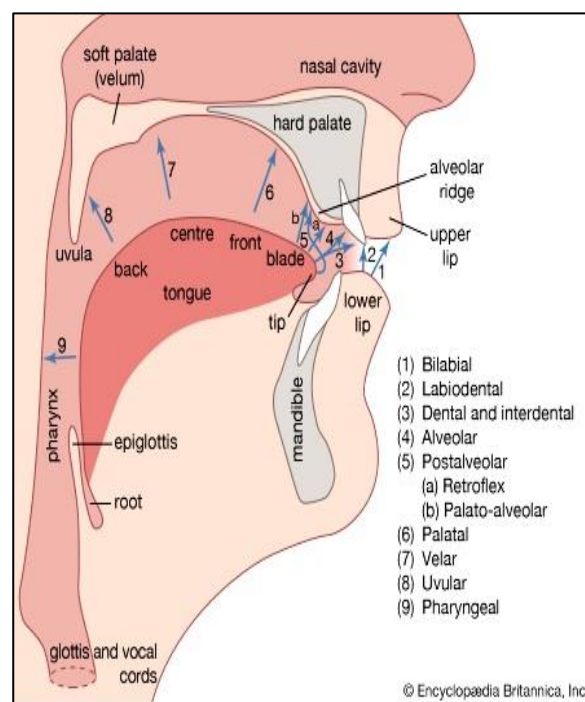
Organs of speech and place of articulation are seen in the figures 3.3 given below:

Figure 3.1



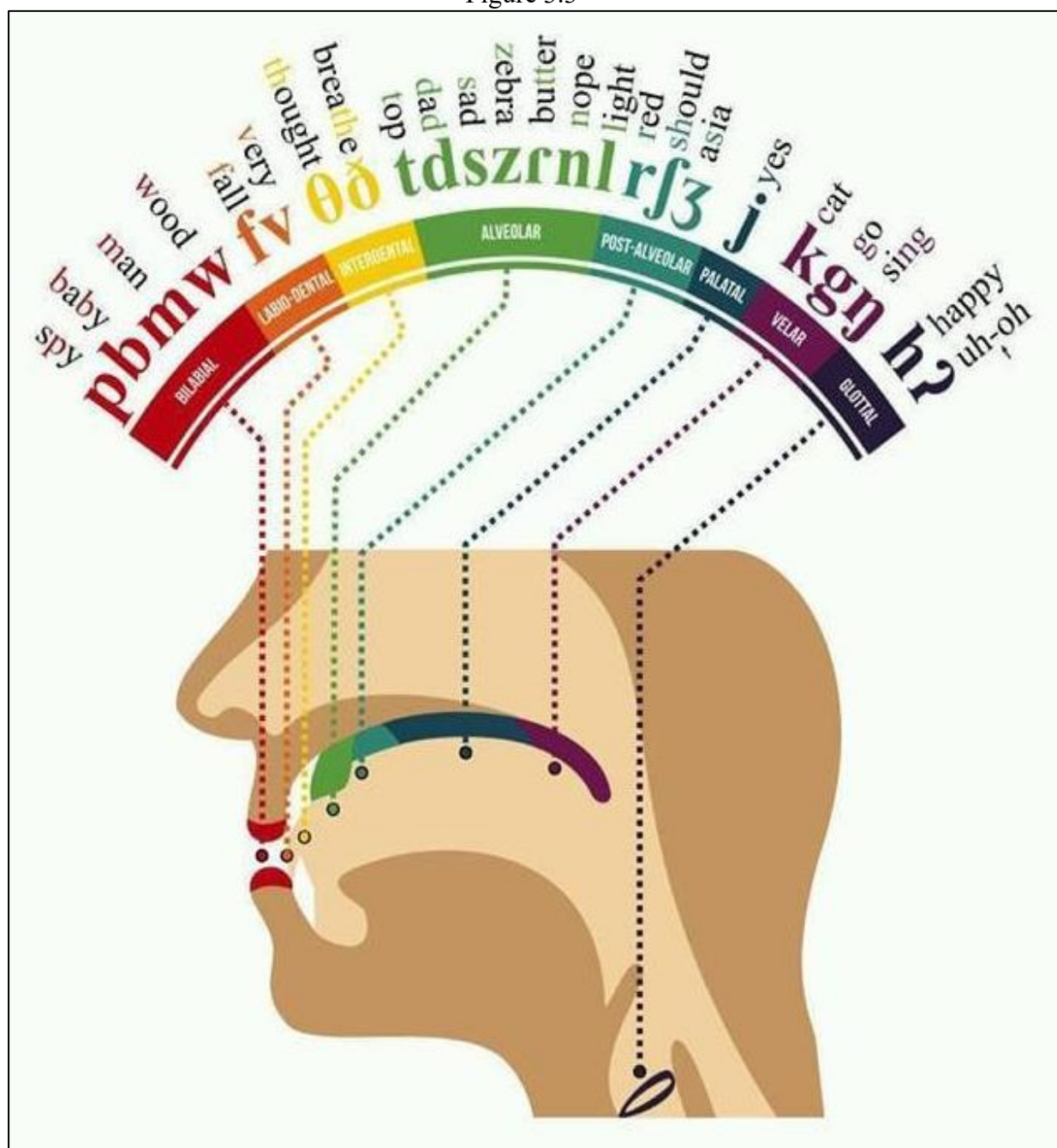
www.alamy.com

Figure 3.2



© Encyclopædia Britannica, Inc.

Figure 3.3



Infographic by Language Base Camp

3.2.1.1 Vowels

A vowel is a voiced sound. It is produced when speech organs do not obstruct the air passage in the oral cavity. English has 20 vowel sounds. These vowel sounds are divided into two categories – pure vowels and diphthongs. There are **12 pure vowels** and **8 diphthongs** in the English language.

3.2.1.1.1 Pure Vowels

These sounds do not change during utterance. They are the same from the start to the end. The diagram below helps us to understand how the vowel sounds are produced. The diagram below represents the tongue. The tongue has been divided into three parts: **front** of

the tongue, **central** part of the tongue, and **back** of the tongue. Depending on the position of the tongue and lips, it has been divided into **close**, **half-close**, **half-open** and **open** positions.

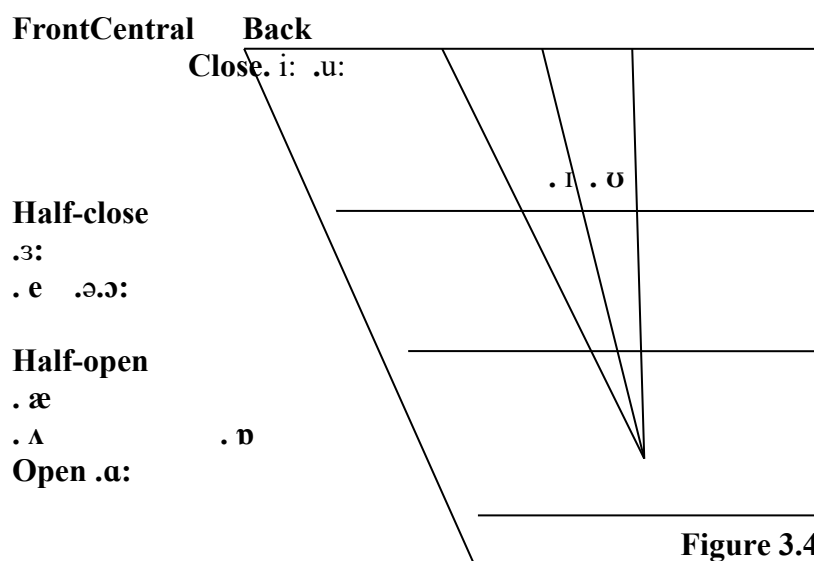


Figure 3.4

Description/Three-term Labels of Pure Vowels

The above-mentioned sounds (phonemes) have been described below. The description is short and it is also known as “three-term label”.

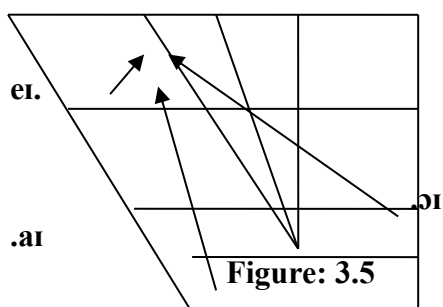
Table 3.1

Sl. No	Sound	Description of the Sound	Examples Underlined letters represent the sound given in column #2
1.	/i:/	Just below close, front, unrounded vowel	<u>tea</u> , <u>please</u>
2.	/ɪ/	Just above half-close, front, unrounded vowel	<u>tin</u> , <u>drink</u>
3.	/e/	Between half-close and half-open, front unrounded vowel	<u>ten</u> , <u>pens</u>
4.	/æ/	Between half-open and open, front, unrounded vowel	<u>fat</u> , <u>rat</u>
5.	/ɜ:/	Below half-close, central, neutral vowel	<u>third</u> , <u>world</u>
6.	/ə/	Between half-close and half-open, central, neutral, vowel. It is also known as “schwa”.	<u>a</u> bout, <u>A</u> merica
7.	/ʌ/	Between half-open and open, central, neutral, vowel.	sh <u>u</u> t, <u>u</u> p
8.	/u:/	Just below close, back, rounded vowel.	<u>cool</u> , <u>food</u>
9.	/ʊ/	Just above half-close, back, rounded vowel.	<u>good</u> , <u>book</u>
10.	/ɒ/	Above half-open, back, rounded vowel.	<u>hot</u> , <u>pot</u>
11.	/ɔ:/	Between half-open and open, back, rounded vowel.	<u>bal</u> d, <u>boar</u>
12.	/ɑ:/	Open, back, unrounded vowel.	<u>cl</u> ass, <u>pas</u> sed

Table no. 1.6 Pure Vowels

3.2.1.1.2 Diphthongs

It is a combination of two pure vowels. The sound of a diphthong begins with one vowel and ends with another vowel during its pronunciation. Diphthongs are also known as glides.



1. /aɪ/

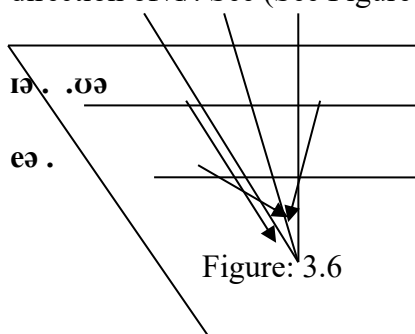
This diphthong begins at a point slightly behind the front open position and moves in the direction of /ɪ/. (See Figure 3.5). Examples: right, time

2. /ɔɪ/

This diphthong begins at a point between the back half-open and open positions and moves in the direction of /ɪ/. (See Figure 3.5). Examples: Point, Troy

3. /eɪ/

This diphthong begins from slightly below the half-close front position and moves in the direction of /ɪ/. See (See Figure 3.5). Examples: Safe, way



4. /ɪə/

This diphthong begins from just above the half-close front position and moves in the direction of /ə/. (See Figure 3.6). Examples: dear, peer

5. /eə/

This diphthong begins from just above the half-open front position and moves in the direction of /ə/. (See Figure 3.6). Examples: fair, care

6. /ʊə/

This diphthong begins from just above the half-close back position and moves in the direction of /ə/. (See Figure 3.6). Examples: poor, moor

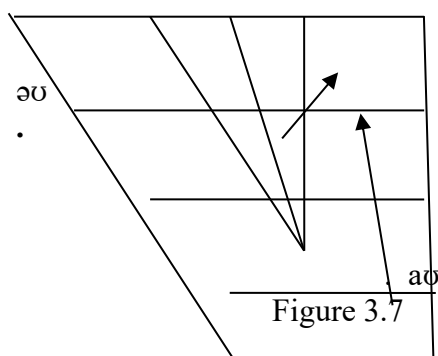


Figure 3.7

7. /əʊ/

This diphthong begins from the central position between half-close and half-open and moves in the direction of /ʊ/. (See Figure 3.7). Examples: so, low.

8. /aʊ/

This diphthong begins at /a:/ position and moves in the direction of /ʊ/. (See Figure 3.7)

Examples: cow, house.

3.2.1.2 Consonants

It is a sound, which is produced when the air from the lungs is obstructed due to narrow or complete closure of air passage. English has 24 consonant sounds.

3.2.1.2.1 Classification of Consonants

Consonants are classified based on four features:

1. Place of Articulation

It informs us the place where a sound is produced (*stricture*) and the articulators which are involved in producing a sound.

2. Manner of Articulation

If the stricture is *complete or partial*, it is called “close approximation”. If it is *relatively open*, it is called “open approximation”.

3. State of the soft palate (*velum*)

If the soft palate is lowered, a nasal sound is produced. If the velum is raised, an oral sound is produced.

4. State of the Vocal Cords (*glottis*)

If the vocal cords vibrate while uttering a sound it is called "voiced sound" if it doesn't, it is called "voiceless sound".

Gimson (1980) states that the term “approximation” refers to the two articulators approaching, or “approximating”, one another.

i. Place of articulation

There are important places of articulation to produce the sounds of the English language. They are:

1. *Bilabial*: These sounds are produced with the help of the upper and lower lips.
Examples: /p/, /b/ and /m/
2. *Labio-dental*: These sounds are produced when the lower lip comes in contact with the upper teeth. Examples: /f/ and /v/.
3. *Dental*: These sounds are produced when the tongue tip and rims touch the upper teeth.
Examples: /θ/ and /ð/.
4. *Alveolar*: The blade, or tip and blade, of the tongue comes in contact with the alveolar ridge to produce the sound. Examples: /t/, /d/, /l/, /n/, /s/ and /z/.
5. *Post-alveolar*: The tip of the tongue touches the rear part of the alveolar ridge. Example: /r/.
6. *Palato-alveolar*: The blade, or tip and blade, of the tongue, comes in contact with the alveolar ridge and the front of the tongue is raised towards the hard palate. Examples: /ʃ/, /ʒ/, /tʃ/, and /dʒ/.
7. *Palatal*: The front of the tongue touches the hard palate. Example: /j/.
8. *Velar*: The back of the tongue touches the soft palate. Examples: /k/, /g/, and /ŋ/.
9. *Glottal*: There is no vibration between vocal cords except for a slight obstruction or a narrowing. Example: /h/

ii. Manner of Articulation

1. *Plosives*: A complete closure at some point in the vocal tract, behind which the air pressure builds up and the air is released with an explosion.
2. *Fricatives*: The air stream passes through a gap between the upper teeth and lower lip with friction.
3. *Affricates*: A complete closure at some point in the mouth, behind which the air pressure builds up and the organs separate slowly compared to a plosive.
4. *Nasals*: A complete closure at some point in the mouth, the soft palate lowers and the air escapes through the nose.
5. *Lateral*: A partial closure is made at some point in the mouth and the air-stream is allowed to escape on one or both sides of the contact.
6. *Frictionless Continuant*: The air passage is partially closed and the nasal passage is closed. The air escapes through the mouth without any friction.

7. *Semi-vowels*: They are usually placed under the consonantal category on functional grounds, but they are treated as vowel glides.

iii. **Table 3.2: Place and Manner of Articulation**

Place of Articulation	Bilabial		Labiodental		Dental		Alveolar		Post-alveolar		Palato-alveolar		Palatal		Velar		Glottal	
	Vl	V	Vl	V	Vl	V	Vl	V	Vl	V	Vl	V	Vl	V	Vl	V	Vl	V
Manner of Articulation																		
Plosives	p	b					t	D							k	g		
Fricatives			f	v	θ	ð	s	Z			ʃ	ʒ					h	
Affricates											tʃ	dʒ						
Nasals		m						N								ŋ		
Lateral								L										
Frictionless Continuant									r									
Semi-vowels		w											j					

Note: Vl: Voiceless V: Voiced

3.2.1.2.2 Description of the Consonant Sounds

Table 3.2: Description of the Consonant Sounds

Sl. No.	Phoneme/Sound	Description/Three-term Label of the Phoneme/Sound	Example (The letter(s) underlined represent the sound given in column # 2)
1.	/p/	voiceless bilabial plosive	<u>p</u> en
2.	/b/	voiced bilabial plosive	<u>b</u> est
3.	/t/	voiceless alveolar plosive	<u>t</u> ub
4.	/d/	voiced alveolar plosive	<u>d</u> ust
5.	/k/	voiceless velar plosive	<u>k</u> ettle

6.	/g/	voiced velar plosive	<u>G</u> od
7.	/f/	voiceless labio-dental fricative	<u>f</u> ather
8.	/v/	voiced labio-dental fricative	<u>y</u> ast
9.	/θ/	voiceless dental fricative	<u>th</u> ank
10.	/ð/	voiced dental fricative	<u>th</u> em
11.	/s/	voiceless alveolar fricative	<u>s</u> tar
12.	/z/	voiced alveolar fricative	<u>z</u> ebra
13.	/ʃ/	voiceless post-alveolar fricative	<u>sh</u> irt
14.	/ʒ/	voiced palato-alveolar fricative	gar <u>age</u>
15.	/h/	voiceless glottal fricative	<u>h</u> at
16.	/tʃ/	voiceless palato-alveolar affricate	<u>ch</u> icken
17.	/dʒ/	voiced palato-alveolar affricate	<u>J</u> esus
18.	/m/	voiced bilabial nasal	<u>m</u> other
19.	/n/	voiced alveolar nasal	<u>n</u> umber
20.	/ŋ/	voiced velar nasal	<u>th</u> ing
21.	/l/	voiced alveolar lateral	<u>l</u> ast
22.	/r/	voiced post-alveolar frictionless continuant	<u>r</u> un
23.	/w/	voiced bilabial-velar semi-vowel	<u>w</u> ise
24.	/j/	voiced palatal semi-vowel	<u>y</u> ellow

Table no. 1.8 Consonant Sounds

3.2.2 Supra-Segmental Features

Supra-segmental features are as important as segmental features. Without supra-segmental features, there is no distinction between Urdu and English. Hence, it is important to study these aspects too.

In this section, we shall study stress, rules of word stress, rhythm and intonation. In intonation, there are four types of intonation: falling tone, rising tone, falling-rising tone and rising-falling tone.

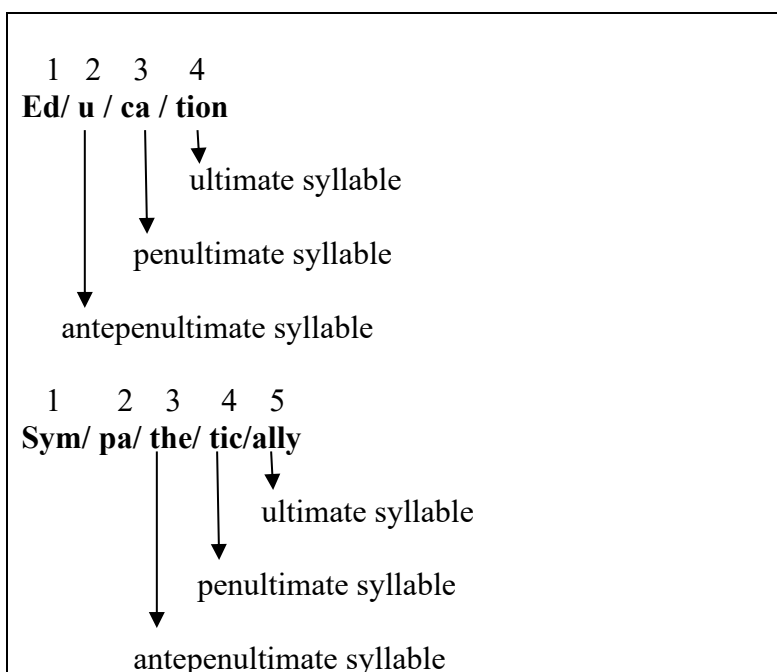
3.2.2.1 Stress

Stress is defined as the relative importance of syllable in a word. A syllable is made up of one or more phonemes or sounds. *A phoneme is the smallest unit of sound in speech.* Almost all the Indian languages are syllable-timed languages. It means, every syllable in Indian languages is important. Hence, all the syllables in a word are stressed while speaking the language. Whereas, English is stress-timed language, which means only one syllable in a multi-syllable word is stressed. For example, the word, “education” has four syllables (ed¹/u²/ca³/tion⁴) but only the underlined (third) syllable is pronounced with more emphasis or force than the others.

Syllables, which belong to the word classes (parts of speech) given below are stressed.

- a. Nouns
- b. Full verbs
- c. Adverbs
- d. Adjectives

Figure no. 1.7 Naming/numbering the syllables



1. Syllables are numbered from left to right, as given in the figure given above.
2. Syllables are named from right to left. As given in the figure given above, the last syllable is called ultimate syllable, the second syllable from the last is called penultimate syllable, and the third syllable from the last is called antepenultimate syllable.
3. Stress is represented by “1”

3.2.2.1.1 Rules of Word Stress

1. In a two-syllable word, nouns/adjectives have stress on the first syllable and it shifts to the second syllable in a two-syllable verb.

Nouns/adjective	Verb
'object	ob'ject
'conduct	con'duct
'produce	pro'duce
'content	con'tent

2. Any word ending in **-ion** has stress on the penultimate syllable.
Examples: ex'tension, re'lation, pro'motion, e'lection.
3. Any word ending in **-ic**, **-ical**, and **-ically** has stress on the syllable immediately preceding the suffix.

Examples: eco'no**mic**, eco'no**mical**, eco'no**mically**.

fan'tas**tic**, po'li**tical**, scien'ti**fically**.

- Any word ending in **-ial**, **-ially**, **-ian**, **-ious**, and **-ity** has stress on the syllable immediately preceding the suffix.

Examples: 'partial, 'partially, pedia'trician, am'bitious and parti'al**ity**

- Verbs, which have more than two syllables and end with **-ate**, **-fy**, and **-ize** (or **-ise**) the stress is on the antepenultimate syllable.

Examples: 'punctuate, 'classify, 'compromise, 'subsidize

Exceptions with “-ize” are: characterize, 'hospitalize, and 'regularize.

- Any word which ends with **-logy** or **-graphy**, the stress is on the antepenultimate syllable

Examples: bi'ology, bi'o**graphy**

Compound Words

- In any compound noun, the stress is on the first word.
- Examples: 'classroom, 'textbook, 'chalkboard
- In any compound word, where the present participle comes first, the stress is on the first word.

Examples: 'laughing-gas, 'dining-table, 'writing-pad

- Any compound word, which ends with suffixes **-self** and **-ever**, the suffixes receive the primary accent.

Examples: my's**elf**, your's**elf**, what'e**ver**, how'e**ver**.

3.2.2.2 Rhythm

An important aspect of English is the rhythm it possesses. Stressed syllables (strong forms) and unstressed syllables (weak forms) make all the difference while speaking English.

Example:

Was'this the 'face that 'launched a 'thousand 'ships and 'burnt the 'topless 'towers of 'Ilium

1 2 3 4 5 6 7 8 9

If we examine the sentence given above, there is an unstressed syllable, after which there is one stressed syllable. The unstressed and the stressed syllable form a stress group. Each number given above is one stress group. As per the rule, each stress group will get the same amount of time as the other to utter it. It means every stressed syllable in a sentence comes at equal intervals of time. This is the reason why English is called a stress-timed language.

3.2.2.3 Intonation

Listen to a BBC English news reader. We find there is a frequent change in their pitch. The change in the pitch of the voice is called “intonation”.

We know that there are syllables which are stressed and unstressed in a sentence. In any normal spoken sentence, the pitch does change on the last stressed syllable. It is known as tone. The syllable which receives the tone is known as the “tonic syllable”. It is important to note that it is difficult to say that a specific tone is used to express a specific meaning.

There are four types of intonation:

- a. Falling Tone
- b. Rising Tone
- c. Falling-Rising Tone
- d. Rising-Falling Tone

3.2.2.3.1 Falling Tone

In a falling tone, the pitch falls from high to low.

General rules to use a falling tone.

1. Statements.

Example: Sakshi is a good girl.

2. Wh-questions (Questions starting with: how, what, which, where, who, whom, why)

Example: What is he doing?

3. Orders or commands \

Example: Switch on the fan.

4. Exclamations \

It's beautiful scenery.

5. Question tags: when the listener does not disagree with the speaker.

Example: Sakshi makes good tea, doesn't she?

3.2.2.3.2 Rising Tone

In a rising tone, the pitch rises from low to high.

General rules to use a rising tone:

1. Yes/no type of questions.

Example: Does Sakshi like pets?

Requests

Example: Please switch on the light.

2. Sentences showing doubt, incompleteness, protest or surprise.

Examples: I may come back.

When she called me....

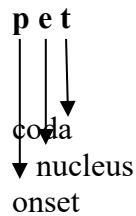
This is not the shirt, which I asked you to buy.

3. Question tags: when the speaker expects only information.

3.2.2.3.3 Falling-rising tone

In this tone, the pitch falls and rises on the nucleus of the same syllable (**undivided tone**). Sometimes it falls on one syllable and rises on another syllable of the same sentence (**divided tone**) depending on the context.

In the word/pet/, there are three sounds/phonemes, /p/, /e/ and /t/



/p/ is called onset: the initial sound of a syllable, usually a consonant.

/e/ is called nucleus: the centre sound of a syllable, always a vowel.

/t/ is called coda: the final sound of a syllable, usually a consonant.

General rules to use a falling-rising tone:

1. When a statement is said in rejection and anger.

Example: I cannot go now.

2. When there is a reservation on the part of the speaker.

Example: The tea is good (but it could have tasted better if she added some more sugar to it.)

3. When there is no “not” either in the statement or in the tag in a question tag.

Example: We tasted it, did you?

4. Making a correction.

Example: (He is an American) He’s a Briton.

3.2.2.3.4 Rising-falling tone

In this tone, the pitch rises and falls on the same syllable or a different syllable.

The general rule to use a falling-rising tone:

It is used when a listener shows surprise and enthusiasm.

Example: Would you like to see London? Oh yes! (divided rising-falling tone)

Check Your Progress

Explain rising and falling tone.

3.3 Summary

This Unit has discussed comprehensively the segmental features: the definitions of pure vowels, diphthongs and consonants, the description and the rules of articulation. In supra-segmental features, we have dealt with stress, rhythm and intonation. The meaning, and the rules of stress, rhythm, and intonation have been in this part. The learners too would get a fair idea of the segmental and supra-segmental features of English.

3.4 Glossary

Pitch:	the highness or lowness of voice
Rate:	the speed with which the speaker speaks
Onset:	the initial sound of a syllable, usually a consonant.
Nucleus:	the centre sound of a syllable, always a vowel.
Coda:	the final sound of a syllable, usually a consonant.
Received pronunciation:	it is the most intelligible dialect of English.

3.5 Learning Outcomes

After completing this unit, students will be able to:

- Identify and pronounce pure vowels and diphthongs correctly.
- Explain and apply the three-term labels of pure vowels in speech practice.
- Recognize and articulate different consonant sounds accurately.
- Classify and describe consonant sounds based on their place and manner of articulation.
- Demonstrate an understanding of stress by applying the rules of word stress in spoken English.
- Apply the concept of rhythm to improve fluency and naturalness in speech.
- Differentiate among types of intonation and use them appropriately in communication.

3.6 Model Examination Questions

Objective Type Questions

1. Effective communication in English requires mastery of:

- a) Only written symbols
- b) Only spoken sounds
- c) **Both alphabet (writing) and phonemes (speaking)**
- d) Only grammar rules

2. Segmental features of English include:

- a) Stress and rhythm
- b) **Vowels, diphthongs, and consonants**
- c) Tone and intonation
- d) Sentence patterns only

3. Pure vowels are defined as those sounds which:

- a) Change during pronunciation
- b) Begin as vowels and end as consonants
- c) **Remain constant from start to end**
- d) Are always nasalized

4. A diphthong is:

- a) A single consonant sound
- b) **A glide from one vowel to another**
- c) A stressed syllable in speech
- d) A type of plosive sound

5. Consonant sounds are produced when:

- a) Air passes without obstruction
- b) **Airflow is partially or fully obstructed**
- c) Vocal cords do not vibrate
- d) Only the nasal passage is used

6. English is called a stress-timed language because:

- a) All syllables receive equal stress
- b) Only vowels are stressed
- c) **Stressed syllables occur at regular intervals**
- d) Stress always falls on the last syllable

7. Words ending in *-ion* generally carry stress on the:

- a) First syllable
- b) Ultimate syllable
- c) **Penultimate syllable**
- d) Antepenultimate syllable

8. The change in pitch during speech is called:

- a) Rhythm
- b) Stress

c) Intonation

d) Articulation

9. A rising tone is typically used in:

a) Statements

b) Yes/No questions

c) Commands

d) Exclamations

10. Falling-rising tone is commonly used when:

a) Giving orders

b) Asking Yes/No questions

c) Expressing rejection or reservation

d) Showing excitement

Short Answer Type Questions

1. What are the segmental features? Explain
2. What are the supra-segmental features? Explain.
3. What are the rules of word stress?
4. What are the linguistic features of the language? Explain.
5. What are the different types of intonation?

Long Answer Type Questions

1. Write down the description of vowel and consonant sounds.
2. What are three-term labels and illustrate with examples.

3.7 Suggested Reading Materials

1. Brinton, Laurel J. (2000). The structure of Modern English: A Linguistic Introduction (Vol.1). Amsterdam: John Benjamin Publishing Company.
2. Jayaraju, Salivendra. (2005) Mutual Intelligibility of English Among Different Nationalities: A Phonetic Study. CIEFL: PhD Dissertation.
3. Roach, P. (2000) English Phonetics and Phonology, Third Edition, Cambridge University Press.
4. Gimson, A.C (1962). Introduction to the Pronunciation of English. London: Arnold. Sixth edition (2001) revised by Cruttenden, A.
5. Gimson, A.C (1975). A Practical Course of English Pronunciation: A Perceptual Approach. London: Arnold.

Unit 4: Phonetics – 2*

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Paralinguistic Features
 - 4.2.1 Voice Quality
 - 4.2.2 Kinds of Voice
- 4.3 Clarity
 - 4.3.1. Factors Affecting Clarity
 - 4.3.2. Improving Clarity
 - 4.3.3. Practice Activities for Improving Clarity
- 4.4 Pace and Pauses
- 4.5 Voice Modulation
- 4.6 Summary
- 4.7 Glossary
- 4.8 Learning Outcomes
- 4.9 Model Examination Questions
- 4.10 Suggested Reading Materials

4.0 Introduction

In the previous unit, you were introduced to the basics of phonetics, including the production of speech sounds, their classification, and their role in spoken communication. Building upon that foundation, this unit focuses on the advanced aspects of phonetics, particularly the features that shape the effectiveness and impact of oral communication.

Phonetics is not only about pronouncing words correctly. It is equally about how we use our voice to reach our listeners. For instance, a teacher explaining a concept in a dull, flat tone may lose the attention of students, even if her words are correct. On the other hand, the same lesson, delivered with variation in tone, clear articulation, and well-placed pauses, can hold students' interest and make the explanation much easier to follow. Similarly, when speaking in daily life, a hurried and unclear message over the phone may confuse, but a calm and clear delivery ensures that the listener understands without difficulty.

Features such as voice quality, clarity, pace, pauses, and modulation give our speech its true character. They decide whether our words sound polite, confident, hesitant, or persuasive. In spoken English, these aspects are especially important because they not only support accuracy but also help us connect with others and express emotions effectively.

* Dr. Shaikh Wasim, Associate Professor, Center for Distance and Online Education, MANUU

This unit will introduce you to these essential features of speech. With practice, you will learn how to improve your clarity, control your pace and pauses, adjust your voice quality, and use modulation to add life and meaning to what you say. In doing so, you will be able to transform your spoken English from being simply correct to being engaging, expressive, and impactful.

4.1 Objectives

By the end of this unit, you should be able to:

- Recognize the importance of paralinguistic features and how they influence everyday communication.
- Observe and practise different aspects of voice quality and learn how various types of voice affect expression.
- Improve clarity of speech through better articulation and pronunciation.
- Control your pace and pauses, and use rhythm effectively to make your speech more meaningful and engaging.
- Apply voice modulation in a purposeful way to express feelings, highlight key ideas, and maintain the listener's interest.

4.2 Paralinguistic Features

When we speak, our message is shaped not only by the words we choose but also by the way we deliver them. These elements of speech that go beyond the actual words are called paralinguistic features. They are the non-verbal aspects of communication—such as tone, pitch, pace, pauses, and voice quality—that give our speech its character and emotional impact.

For example, saying “*I am fine*” in a cheerful tone reassures the listener, while the same words spoken in a flat or shaky voice may suggest the opposite. Thus, paralinguistic features help listeners understand not just the literal meaning of what is said but also the feelings, attitudes, and intentions behind the words.

In this section, we will explore different paralinguistic features, understand their role in effective communication, and see how they can be consciously practised to make spoken English clearer, more expressive, and more engaging.

4.2.1 Voice Quality

Voice quality refers to the unique character or texture of a person's voice that makes it distinct from others. While two people may pronounce the same words correctly, the way their

voices sound can be completely different. This difference is created by the quality of the voice. It is an important part of communication because it conveys not only information but also mood, attitude, and personality.

For example, a warm and pleasant voice can make the listener feel comfortable and engaged, while a harsh or monotonous voice may cause disinterest, even if the content is meaningful. In professional settings such as teaching, broadcasting, or public speaking, good voice quality often determines how well the message is received.

Features of Voice Quality

Voice quality is shaped by several features, such as:

- **Pitch:** Refers to how high or low the voice sounds. A varied pitch keeps the listener interested, while a flat pitch can make speech dull. For instance, newsreaders often use a controlled pitch to sound formal, whereas storytellers use wide pitch variation to bring characters to life.
- **Resonance:** Resonance is the richness or fullness of the voice. A resonant voice sounds deep and strong, while a weak voice may sound thin or strained. Resonance adds authority and confidence to speech.
- **Breathiness:** Sometimes, excess air passes through the vocal cords while speaking, giving the voice a soft, airy quality. While a little breathiness can make a voice sound gentle, too much of it may reduce clarity.
- **Nasality:** This occurs when too much sound passes through the nose, making speech sound nasal. For example, pronouncing words like “man” or “song” with excessive nasal quality can make the voice less pleasant.
- **Harshness:** A harsh voice sounds rough and strained. It can create a sense of anger, irritation, or impatience, even if the words themselves are neutral. Harshness often develops due to tension in the vocal cords or poor speaking habits.

Influence on Listener Perception

Voice quality plays a major role in shaping how listeners respond. A voice that is clear, pleasant, and well-modulated can create a positive impression, build trust, and hold attention. On the other hand, a voice that is too nasal, harsh, or monotonous may distract the listener and weaken the impact of communication. For instance, a teacher with a lively and resonant voice can make students eager to listen, whereas a flat or strained voice might make the class lose

interest. Similarly, in interviews or presentations, a confident voice often leaves a stronger impression than the words alone.

Exercises to Improve Voice Quality

1. Breathing Practice

- Take slow, deep breaths from the diaphragm (not the chest).
- Exhale while counting slowly from 1 to 10. This strengthens breath control for clear speech.

2. Humming Exercise

- Hum softly for a few minutes. This warms up the vocal cords and improves resonance.

3. Pitch Variation Drill

- Say a simple sentence such as “*Today is a good day*” in a low pitch, medium pitch, and high pitch. Notice the difference in effect.

4. Clarity through Tongue Twisters

- Practise tongue twisters like “*She sells sea shells on the sea shore*” slowly and clearly. This reduces harshness and improves articulation.

5. Recording and Feedback

- Record a short speech or paragraph and listen to it carefully. Check for nasal sounds, breathiness, or monotony, and practise correcting them.

4.2.2 Kinds of Voice

Classification of Voices

Every individual has a voice that is distinct in tone, pitch, and energy. Voices can broadly be classified into different types based on their sound and effect on the listener. Some common kinds include:

- **High-pitched voice:**

A voice that sounds sharp or thin, often associated with excitement, nervousness, or stress. While it may capture attention, if used excessively, it can sound strained or unpleasant.

- **Low-pitched voice:**

A deeper, heavier tone often linked with authority, seriousness, or calmness. Leaders and public speakers often rely on lower-pitched voices to command attention.

- **Soft voice:**

A gentle and quiet voice, often used to show politeness, affection, or empathy. However, if too soft, it may be difficult to hear in large spaces.

- **Loud voice:**

A strong and forceful tone, often used to express urgency or to address a large group. Overuse of loudness, however, can make the speaker sound aggressive.

- **Monotone voice:**

A voice that lacks variation in pitch or rhythm. It often sounds flat and boring, and may cause listeners to lose interest quickly.

- **Expressive voice:**

A lively and varied voice that uses pitch, rhythm, and tone to add meaning. This kind of voice engages listeners, keeps their attention, and makes communication more effective.

Suitability of Different Voice Types for Communication Situations

The effectiveness of communication often depends on using the right type of voice in the right situation:

- A soft, polite voice is suitable in personal conversations, counseling sessions, or when showing empathy.
- A loud and clear voice is necessary in classrooms, lectures, or when addressing large audiences.
- A low-pitched, steady voice is effective in formal discussions, leadership roles, or when one needs to project confidence and authority.
- A high-pitched voice may work in situations requiring enthusiasm or excitement (e.g., storytelling to children), but should be controlled in professional contexts.
- An expressive voice is universally effective—it adds warmth and energy to conversations, public speaking, teaching, and presentations.
- A monotone voice should generally be avoided, as it makes even interesting content sound dull.

Exercises for Identifying and Improving Voice Type

1. Voice Awareness Activity

- Record a short paragraph of your speech and listen carefully. Identify whether your natural voice is high-pitched, low-pitched, soft, loud, monotone, or expressive.
- Ask a friend or peer to give feedback on how your voice sounds to them.

2. Pitch Control Practice

- Read the same sentence in a high pitch and then in a low pitch. Notice the difference in effect.

- Practise moving gradually from a low to a high pitch while reciting numbers (1 to 10).

3. Volume Variation Exercise

- Practise reading a passage at three different levels: soft, medium, and loud.
- Reflect on which level is most effective for clarity and impact without straining your voice.

4. Expressiveness Drill

- Take a short dialogue (e.g., “I can’t believe this happened!”) and say it in different moods—happy, angry, surprised, sad.
- This exercise helps you practise how emotion changes voice type.

5. Breaking Monotony

- Choose a paragraph and highlight the words you want to emphasize.
- While reading, stress those words and vary your tone slightly. This reduces monotone speech.

Check Your Progress

Explain the kinds of Voice.

Voice Types and Their Use in Communication

Voice Type	Effect on Listener	Suitable Contexts	Possible Problems if Overused
High-pitched	Energetic, excited, attention-grabbing	Storytelling, expressing enthusiasm, informal talks	May sound strained, irritating, or anxious
Low-pitched	Calm, authoritative, serious	Leadership roles, formal meetings, public speeches	May sound dull if too flat or unclear
Soft	Polite, gentle, empathetic	Counseling, personal conversations, emotional talks	May be hard to hear in large spaces
Loud	Strong, commanding, urgent	Teaching large groups, rallies, outdoor communication	Can sound aggressive or harsh if uncontrolled
Monotone	Neutral, flat, unvaried	Rarely suitable (perhaps in reading technical data)	Causes boredom, reduces listener interest
Expressive	Lively, engaging, emotionally rich	Presentations, teaching, storytelling, conversations	Needs balance; over-expressiveness may feel dramatic

Understanding the different kinds of voice helps us become more aware of how others receive our speech. No single type of voice is perfect for all situations; rather, the effectiveness of communication depends on choosing the right voice quality at the right time. By practising variation in pitch, volume, and expression, we can avoid monotony, build confidence, and make our communication more engaging. Ultimately, a well-balanced and expressive voice is a valuable tool for leaving a positive and lasting impression on listeners.

4.3 Clarity

Clarity refers to the ease with which a speaker's words are understood by the listener. It is one of the most essential qualities of effective oral communication, as even the most powerful ideas lose their impact if they are not clearly conveyed. In simple terms, clarity in

speech means expressing thoughts in such a way that there is no room for confusion or misinterpretation. It involves not just correct pronunciation of words, but also the ability to articulate them in a manner that is distinct, precise, and intelligible. A clear speaker ensures that the listener does not have to make an extra effort to grasp the meaning of what is being said.

4.3.1. Factors Affecting Clarity

Several factors influence how clear a person's speech appears to the audience:

1. **Articulation** – This is the ability to pronounce words and sounds distinctly. Poor articulation often results in slurred, mumbled, or incomplete speech sounds, which reduce comprehension. Clear articulation requires careful use of the tongue, lips, and jaw so that each sound is produced accurately.
2. **Pronunciation** – Proper pronunciation means pronouncing words in accordance with accepted norms of a language. Mispronunciation not only hampers clarity but may also distract or even confuse the listener. Correct pronunciation reflects both linguistic competence and respect for the audience.
3. **Speed of Speech** – The rate at which a person speaks has a direct impact on clarity. Speaking too fast can make it difficult for listeners to follow, while speaking too slowly may cause loss of attention. An appropriate pace ensures that every word is audible, while also keeping the communication engaging.
4. **Accent and Stress Patterns** – The way stress, rhythm, and intonation are used can either add clarity or create barriers. Overemphasis or inconsistent stress may make the message unclear, whereas balanced intonation helps the audience follow the natural flow of speech.
5. **Environmental and Physical Factors** – Background noise, poor sound systems, or physical conditions like sore throat or low breath support may reduce clarity. Being mindful of these factors is equally important for effective communication.

Clarity is vital in all contexts of communication—whether in classrooms, professional meetings, or informal conversations. A speaker with clear articulation and pronunciation is perceived as confident, knowledgeable, and trustworthy. On the other hand, unclear speech may lead to misunderstandings, misinterpretations, or even loss of credibility. Clarity not only

enhances comprehension but also reduces the cognitive burden on the listener, enabling smoother and more efficient communication.

4.3.2. Improving Clarity

Clarity in speech is not only about correct pronunciation but also about delivering one's thoughts in a way that is easy to understand for the listener. A speaker with clear articulation gains credibility, avoids miscommunication, and ensures that the message is effectively conveyed. Since clarity is often a skill that can be consciously developed, various techniques and exercises can help individuals refine their speech.

Techniques for Improving Clarity

1. Slow and Careful Articulation

- One of the main causes of unclear speech is rushing through words. Speaking too fast leads to slurring of sounds and dropping of syllables. Slowing down helps the speaker to pronounce each sound distinctly and allows listeners to process the information more comfortably.
- For example, while saying “*particularly*”, careful articulation ensures each syllable is heard, instead of the hurried version “*partic’ly*.”

2. Mastering Stress Patterns

- English and many other languages rely heavily on stress patterns in words and sentences. Stressing the correct syllable in a word (e.g., *pho-TO-graph* vs. *pho-TOG-ra-phy*) can drastically change meaning.
- Similarly, sentence stress highlights important words and conveys intention. Practicing correct stress patterns avoids misunderstandings and adds natural rhythm to speech.

3. Phonetic Drills

- Practicing specific sounds (especially those that are commonly mispronounced) through phonetic drills strengthens accuracy.
- For instance, differentiating between /s/ and /ʃ/ in “*sip*” vs. “*ship*” or between /v/ and /w/ in “*vine*” vs. “*wine*”.
- Regular repetition of sound drills builds muscle memory in the speech organs (tongue, lips, jaw) and results in improved clarity over time.

4.3.3. Practice Activities for Improving Clarity

1. Tongue Twisters

- Tongue twisters are classic exercises that help improve articulation and strengthen control over difficult sound combinations.

Examples:

- “*She sells seashells by the seashore.*”
- “*Red lorry, yellow lorry.*”
- Practicing these slowly at first, then gradually increasing speed, helps speakers focus on precision without losing clarity.

2. Minimal Pairs Practice

- Minimal pairs are pairs of words that differ by only one sound (e.g., *bit* vs. *beat*, *ship* vs. *sheep*).
- Practicing minimal pairs trains the ear to hear differences in sounds and improves the speaker’s ability to produce them accurately.
- This exercise is particularly useful for learners who struggle with specific vowel or consonant contrasts.

3. Reading Aloud

- Reading passages aloud helps in practicing pronunciation, stress, rhythm, and intonation in a structured manner.
- It allows the speaker to self-monitor clarity and receive feedback from peers or teachers.
- Recording one’s own reading and listening back to it is an effective strategy to identify unclear areas and work on them.

Improving clarity in speech is a gradual process that requires awareness, consistent practice, and targeted exercises. By consciously applying techniques like slow articulation, correct stress patterns, and phonetic drills—alongside engaging in practical activities such as tongue twisters, minimal pairs, and reading aloud—speakers can significantly enhance their communication skills. Clear speech not only ensures understanding but also boosts confidence, credibility, and effectiveness in both personal and professional interactions.

4.4 Pace and Pauses

The pace or speed of speech delivery plays a crucial role in effective communication. Speaking too fast may cause listeners to miss important points, while speaking too slowly may bore the audience and reduce attention. A balanced and moderate pace ensures that the speaker’s message is understood clearly and maintains the listener’s interest. Correct pacing

also reflects the speaker's confidence, control, and professionalism. Skilled communicators vary their pace according to context—for example, slowing down while explaining complex ideas and speeding up slightly during lighter or more familiar sections to maintain energy.

Types of Pauses:

Pauses are intentional breaks or short silences in speech that add rhythm, meaning, and emphasis. The main types include:

1. **Breath Pause:** A natural pause taken to inhale or exhale. Proper breathing helps maintain clarity, prevents strain, and ensures steady delivery.
2. **Sense Pause:** Used to separate meaningful units of thought or sentences. It allows the audience to absorb the idea before moving on.
3. **Emphatic Pause:** Used to stress an important point, create suspense, or draw attention to a particular idea. For example, pausing before or after a keyword makes it more impactful.

Functions of Pauses

Pauses are not mere silences; they perform important communicative functions:

- **Highlighting Meaning:** Pauses help emphasize key ideas or concepts by separating them from less important details.
- **Giving Listeners Time:** Listeners need time to process, understand, and reflect. Pauses ensure that information is not overwhelming.
- **Avoiding Monotony:** Continuous, unbroken speech can sound monotonous and tiring. Pauses add variety, rhythm, and liveliness to speech, keeping the audience engaged.
- **Controlling Nervousness:** Pausing strategically also gives the speaker time to think, stay calm, and avoid filler words like *um* or *uh*.

Practice Activities for Controlling Pace and Pauses

To improve control over pace and pauses, learners can engage in the following exercises:

1. **Reading Aloud with Pauses:** Select a paragraph and mark where natural pauses should occur (commas, full stops, or key words). Read it aloud, practicing different types of pauses.
2. **Breathing Exercises:** Practice diaphragmatic breathing to build stamina and regulate pace. Inhale deeply, speak a few sentences, then pause naturally for breath.

3. **Recording and Playback:** Record a short speech, then listen to check for speed and pauses. Identify where the pace is too fast/slow and where pauses are missing.
4. **Emphasis Practice:** Read a sentence several times, inserting pauses before or after key words. For example: “*Education... is the key... to success.*”
5. **Tongue Twisters with Pace Control:** Practice tongue twisters at different speeds. Begin slowly for clarity, then gradually increase pace while maintaining accuracy.
6. **Timed Speaking:** Speak for one minute on a topic while consciously adjusting speed and inserting pauses. Repeat with different pacing styles to see which sounds most effective.

Mastering pace and pauses enhances the natural rhythm of speech, prevents monotony, and increases listener engagement. By practicing consciously and using strategic pauses, a speaker can deliver messages with clarity, emphasis, and impact, ensuring communication is both effective and memorable.

Model Classroom Activity on <i>Pace and Pauses</i>
Model Classroom Activity on <i>Pace and Pauses</i> that you can use:
Objective:
- To help students understand the role of pace and pauses in effective speech delivery. - To practice controlled use of speed and pauses while speaking.
Materials Required:
- Short passage (150–200 words) – e.g., a story excerpt, speech, or news report. - Stopwatch / timer - Blackboard/whiteboard
Procedure:
1. Introduction (5 minutes):
❖ Teacher explains what pace is (not too fast, not too slow) and the three types of pauses (breath, sense, emphatic).
❖ Give short examples:
<i>Breath pause:</i> “Education is the key to success // and the foundation of progress.” <i>Sense pause:</i> “If we work hard, // we will succeed.”

▪ <i>Emphatic pause</i> : “The result was clear: // Failure was not an option.”
2. Demonstration (5 minutes):
❖ Teacher reads the short passage twice:
▪ First, very fast and without pauses.
▪ Second, with proper pace and pauses.
❖ Ask students: <i>Which version was easier to follow? Why?</i>
3. Group Practice (10 minutes):
❖ Divide class into pairs or small groups.
❖ Each student reads the same passage aloud, focusing on:
▪ Maintaining moderate pace.
▪ Using appropriate pauses at punctuation and sense breaks.
❖ Partners give feedback (too fast, too slow, monotone, good pauses, etc.).
4. Individual Performance (10 minutes):
❖ Select a few students to read in front of the class.
❖ Teacher and classmates provide feedback, highlighting strengths and areas for improvement.
5. Game Variation (Optional – 5 minutes):
❖ “Pause Challenge”: Teacher reads a passage aloud but deliberately omits pauses. Students raise their hands whenever they feel a pause is missing.
Learning Outcomes:
By the end of the activity, students will be able to:
• Recognize the importance of correct speed in speech delivery.
• Use breath, sense, and emphatic pauses effectively.
• Deliver speech with greater clarity, impact, and listener engagement.
In this way, we can conduct this activity in our classroom.

Worksheet: Practicing Pace and Pauses in Speech

Instructions for Students

1. Read the passage aloud, noticing the **pause marks (//)**.
2. A **short pause (//)** is about one second, while a **longer pause (///)** is about two seconds.
3. Focus on natural pacing — not too fast, not too slow.
4. Practice several times until the reading sounds smooth and expressive.

Passage 1 (General Reading Practice)

“Education is the key to success // and success comes with hard work. // Every student must understand /// that learning is a lifelong process. // It does not end with examinations, // but continues with experiences and challenges in life. ///”

Passage 2 (Sense Pauses)

“The sun was setting // behind the mountains, // spreading golden light across the valley. /// Children were playing in the park, // laughing and shouting with joy. /// Their cheerful voices // made the evening more beautiful. ///”

Passage 3 (Emphatic Pauses)

“Honesty // is the best policy. /// Without honesty, // trust cannot be built. /// Without trust, // relationships cannot survive. /// And without relationships, // society cannot progress. ///”

Passage 4 (Mixed Pauses for Practice)

“Technology has changed our lives in many ways. // It has made communication faster /// and information more accessible. // However, it has also created challenges, /// such as over-dependence and reduced face-to-face interaction. /// We must therefore use technology wisely // balancing its benefits with its drawbacks. ///”

Practice Task for Students

- Choose one passage and read it aloud to the class.
- Pay attention to **pace and pauses**.
- The teacher and peers will give feedback on:
 - ✓ Correct use of pauses
 - ✓ Natural speed of delivery
 - ✓ Expression and clarity

4.5 Voice Modulation

Voice modulation refers to the deliberate variation of tone, pitch, pace, and volume in speech to make communication more effective and engaging. A speaker who speaks in a flat, monotonous voice may lose the attention of the audience, even if the content is important. Modulation helps to keep the listener interested, highlight key points, and convey the intended emotions behind the words.

In teaching, public speaking, or even everyday conversations, voice modulation ensures that the message is not only heard but also felt and understood. It transforms speech from being mechanical to expressive, making it memorable and impactful.

Elements of Voice Modulation

1. Pitch Variation

- Pitch refers to the highness or lowness of the voice.
- Effective speakers vary their pitch to avoid monotony. For instance, a higher pitch can be used to express excitement or surprise, while a lower pitch may reflect seriousness or authority.

2. Stress (Word Emphasis)

- Stressing specific words changes the meaning and focus of a sentence.
- Example: *I didn't say he stole the money.* (Each word stressed gives a different meaning).
- Stress is essential for clarity, emphasis, and emotional impact.

3. Rhythm

- Rhythm is the pattern of stressed and unstressed syllables in speech.
- Good rhythm gives speech a natural flow, making it pleasant and easy to follow.
- Breaking rhythm at the right time helps highlight important points.

4. Intonation

- Intonation refers to the rise and fall of voice across a sentence.
- Rising intonation is often used in yes/no questions (*Are you coming?*), while falling intonation is used for statements (*I am ready.*).
- Proper intonation conveys attitudes such as curiosity, doubt, excitement, or finality.

Role of Modulation in Expressing Emotions and Attitudes

- Happiness/Excitement: High pitch, faster pace, rising intonation.
- Sadness/Seriousness: Low pitch, slower pace, soft tone.

- Anger/Authority: Strong stress, higher volume, sharp intonation.
- Politeness/Care: Moderate pitch, softer stress, balanced intonation.

Through modulation, a teacher can inspire curiosity in students, a leader can motivate a team, and a storyteller can transport listeners into a different world.

Examples and Exercises to Practice Modulation

1. Pitch Control Exercise

- Read a sentence in three different ways:
 - High pitch (*“What a wonderful day!”*)
 - Medium pitch (*“What a wonderful day.”*)
 - Low pitch (*“What a wonderful day...”*)
- Discuss how each variation changes the emotion.

2. Stress Practice with Sentences

- Practice stressing different words in the same sentence:
 - *“I never said she stole the book.”*
 - Each time, highlight the new meaning created by the stress.

3. Rhythm and Intonation through Reading Aloud

- Select a short poem or story.
- Students read aloud, paying attention to rising and falling tones.
- Encourage them to use rhythmic pauses to make the reading lively.

4. Emotion-based Reading

- Provide a neutral sentence (e.g., *“I can’t believe it”*).
- Students say it with different emotions: happiness, anger, sadness, sarcasm.
- This develops awareness of how tone and pitch change emotional expression.

5. Recording and Feedback

- Students record themselves reading a short passage.
- On playback, they identify whether modulation was effective or monotonous.
- **Peer feedback can be encouraged for improvement.**

Voice modulation is the art of breathing life into words. By varying pitch, stress, rhythm, and intonation, speakers can make their communication engaging, meaningful, and emotionally rich. Practicing exercises regularly enables learners to master modulation and become effective communicators.

Self-Assessment Checklist: Paralinguistic Features of Speech

Instructions: Read each statement and tick (✓) the column that best describes your ability.

Sl. No.	Feature	Statement	Always	Sometimes	Rarely
1	Voice Quality	I use a clear and pleasant voice that is audible to everyone.	☐	☐	☐
2		My tone is appropriate to the context (formal/informal, serious/friendly).	☐	☐	☐
3	Clarity	I articulate words slowly and carefully without mumbling.	☐	☐	☐
		I use correct stress patterns and pronunciation.	☐	☐	☐
4	Pace & Pauses	I maintain a comfortable speed in speech (not too fast, not too slow).	☐	☐	☐
5		I use pauses (//) at the right places to highlight meaning.	☐	☐	☐
6		My pauses help listeners understand and do not cause monotony.	☐	☐	☐
7	Voice Modulation	I vary my pitch, rhythm, and intonation while speaking.	☐	☐	☐
8		My voice reflects appropriate emotions and attitudes.	☐	☐	☐
9	Overall Communication	I use paralinguistic features effectively to make my speech engaging and meaningful.	☐	☐	☐

Reflection Questions (for deeper self-evaluation):

1. Which feature do I feel most confident about?
2. Which feature do I need to improve further?
3. What specific activity (e.g., tongue twisters, pause practice, modulation drills) can I use to strengthen my weak area?

Self-Assessment Checklist
Scoring Scale:
• 3 = Always
• 2 = Sometimes
• 1 = Rarely
Checklist
1. Voice Quality
• My voice is clear and audible to listeners. (3 / 2 / 1)
• I avoid mumbling and speak with confidence. (3 / 2 / 1)
2. Clarity of Speech
• I pronounce words correctly and distinctly. (3 / 2 / 1)
• I use appropriate volume without being too loud or too soft. (3 / 2 / 1)
3. Pace and Pauses
• I speak at a comfortable speed (not too fast, not too slow). (3 / 2 / 1)
• I use pauses (/ /) effectively to highlight meaning. (3 / 2 / 1)
• I avoid monotony by varying my pace. (3 / 2 / 1)
4. Voice Modulation
• I use pitch variation to express emotions and attitudes. (3 / 2 / 1)
• I stress important words to make my speech effective. (3 / 2 / 1)
• I maintain a natural rhythm and intonation. (3 / 2 / 1)
Scoring and Interpretation
• Total Score: ____ / 27
Interpretation:
• 22 – 27 = Excellent: You demonstrate strong control of paralinguistic features. Keep practicing to maintain fluency and confidence.
• 16 – 21 = Good: You are developing well but need more practice in some areas. Focus on the weaker points.
• 10 – 15 = Needs Improvement: You must work consistently on voice quality, clarity, and modulation to strengthen communication skills.
• Below 10 = Beginning Stage: You need focused practice and feedback from peers/teachers to improve significantly.

4.6 Summary

In this unit, we have explored the key paralinguistic features that shape the effectiveness of spoken communication beyond the mere use of words. Paralinguistic features refer to the vocal and non-verbal elements of speech that influence how a message is perceived by listeners. These features add depth, clarity, and emotional impact, making oral communication engaging and effective.

We began by looking at voice quality, which includes tone, pitch, loudness, and resonance. Voice quality not only makes speech pleasant to hear but also reflects the speaker's confidence, mood, and personality. A controlled and pleasing voice immediately captures the attention of the audience.

Next, we examined clarity, emphasizing the importance of slow and careful articulation, proper stress patterns, and phonetic drills. Activities such as practicing tongue twisters, minimal pairs, and reading aloud were suggested to enhance precision in speech. Clear articulation helps prevent misunderstandings and ensures that the message reaches the listener accurately.

We then discussed pace and pauses, focusing on the necessity of speaking at an appropriate speed and incorporating pauses effectively. Pauses were categorized into breath pauses, sense pauses, and emphatic pauses, each serving distinct functions such as giving listeners time to process information, highlighting meaning, and avoiding monotony. Practice activities and guided worksheets were introduced to help learners develop better control over their speech tempo.

Following this, we studied voice modulation, which is the deliberate variation of pitch, stress, rhythm, and intonation to add expressiveness to speech. Modulation plays a crucial role in conveying emotions, attitudes, and intentions. Without modulation, speech becomes flat and monotonous, losing its persuasive and engaging qualities. Exercises such as reading dialogues with changing emotions and practicing varied pitch patterns were recommended to enhance modulation skills.

To conclude, it is clear that paralinguistic features—voice quality, clarity, pace and pauses, and modulation—are essential tools for effective communication. They not only improve the comprehensibility of speech but also help the speaker connect with the audience at a deeper level. By consciously practicing these elements, learners can transform their oral communication from being merely informative to truly impactful and memorable.

4.7 Glossary

Voice Quality: The unique sound of a person’s voice, shaped by tone, pitch, and resonance.

Intonation: The rise and fall of the voice while speaking that conveys meaning or emotion.

Modulation: Changing pitch, stress, or tone in speech to keep it expressive and engaging.

Pace: The speed at which a person speaks—fast, slow, or moderate.

Clarity: Speaking in a way that is easy to hear and understand, with correct pronunciation and articulation.

Stress: Emphasizing certain words or syllables for meaning or effect.

Rhythm: The flow and pattern of speech created by pauses, stress, and pace.

Pause: A short stop or break in speech used for emphasis, meaning, or to give the listener time to absorb.

Paralinguistic Features: The aspects of spoken communication beyond words, such as tone, pitch, volume, and pace, that influence meaning.

4.8 Learning Outcomes

By the end of this unit, students will be able to:

- Identify key paralinguistic features such as voice quality, clarity, pace, pauses, and modulation in spoken communication.
- Demonstrate the effective use of pauses (/ /), stress, and intonation patterns in reading and speaking tasks.
- Apply modulation and voice variation to express emotions, highlight key ideas, and engage listeners.
- Evaluate their own speech using a self-assessment checklist and scoring rubric.
- Improve fluency, clarity, and overall effectiveness of oral communication through guided practice.
- Use digital tools and resources (apps, pronunciation guides, audio-visual tutorials) for continuous improvement in spoken English.
- Develop confidence in delivering presentations, conversations, and academic discussions by integrating paralinguistic features appropriately.

4.9 Model Examination Questions

I. Objective Type Questions

1. Which of the following refers to the rise and fall of the voice in speech?
 - a) Pace
 - b) Intonation
 - c) Clarity
 - d) Stress
2. The speed at which a speaker delivers words is called:
 - a) Rhythm
 - b) Pace
 - c) Pause
 - d) Modulation
3. Voice quality mainly depends on:
 - a) Grammar
 - b) Resonance and tone
 - c) Vocabulary
 - d) Sentence structure
4. Which of the following improves listener understanding?
 - a) Speaking fast
 - b) Clarity in speech
 - c) Avoiding pauses
 - d) Monotone delivery
5. Modulation in speech means:
 - a) Speaking without expression
 - b) Varying pitch and tone for effect
 - c) Maintaining constant volume
 - d) Using only high pitch
6. Stress is important in speech because it:
 - a) Lengthens sentences
 - b) Emphasizes meaning
 - c) Avoids pauses
 - d) Reduces clarity
7. The flow of speech created by stress, pauses, and pace is called:
 - a) Rhythm

- b) Grammar
 - c) Vocabulary
 - d) Intonation
8. Pauses in speech are used to:
- a) Waste time
 - b) Add confusion
 - c) Give emphasis or meaning
 - d) Speak faster
9. Which of the following is NOT a paralinguistic feature?
- a) Tone
 - b) Vocabulary
 - c) Pitch
 - d) Volume
10. Clear speech with correct pronunciation and articulation refers to:
- a) Pace
 - b) Rhythm
 - c) Clarity
 - d) Modulation

II. Short Answer Type Questions

1. Define voice quality.
2. What is intonation?
3. Explain the importance of clarity in speech.
4. Differentiate between pace and rhythm.
5. Give one example of effective use of modulation.
6. Why are pauses important in communication?
7. What is meant by paralinguistic features?
8. How does stress change the meaning of a sentence?
9. Write two ways to improve voice clarity.
10. What role does rhythm play in effective speaking?

III. Long Answer Type Questions (*Answer in detail*)

1. Discuss the importance of voice quality, pace, and clarity in effective communication.
2. Explain with examples how intonation and modulation enhance the meaning of spoken language.
3. "Pauses are as important as words in speech." Justify this statement with examples.

4. Describe the role of paralinguistic features in effective communication.
5. Write an essay on how a speaker can develop effective speech delivery skills through stress, rhythm, and modulation.

4.10 Suggested Reading Materials

Reference Books on Phonetics and Spoken English

1. **Peter Roach (2009).** *English Phonetics and Phonology* – A classic introduction to phonetics, pronunciation, and speech features.
2. **J.D. O'Connor (1998).** *Better English Pronunciation* – Focuses on stress, intonation, rhythm, and voice modulation with practice drills.
3. **A.C. Gimson (2014).** *Gimson's Pronunciation of English* – Covers articulation, clarity, voice quality, and paralinguistic features.
4. **David Crystal (2003).** *The Cambridge Encyclopedia of the English Language* – Excellent resource on spoken English and voice aspects.
5. **Daniel Jones (2011).** *Cambridge English Pronouncing Dictionary* – Authoritative guide to pronunciation and clarity.

Online Resources (Websites, Pronunciation Guides, Audio-Visual Tutorials)

1. **BBC Learning English – Pronunciation**

🔗 <https://www.bbc.co.uk/learningenglish> (Great for practicing stress, rhythm, intonation, and voice modulation with audio-visual examples).

2. **Rachel's English (YouTube & Website)**

🔗 <https://rachelsenglish.com> (Practical video lessons on pace, pauses, clarity, and connected speech).

3. **Cambridge English – Online Resources**

🔗 <https://www.cambridgeenglish.org/learning-english> (Interactive exercises for spoken communication and phonetics).

4. **Speech Accent Archive (George Mason University)**

🔗 <http://accent.gmu.edu> (Samples of voices, accents, intonation, and modulation worldwide).

5. **Pronuncian – American English Pronunciation**

🔗 <https://pronuncian.com> (Free lessons on vowels, consonants, stress, rhythm, and clarity).

Practice Exercises and Speech Improvement Apps/Tools

1. **ELSA Speak (English Language Speech Assistant)** – AI-powered app to practice pronunciation, intonation, and clarity.
2. **Hello English** – Indian-friendly app that improves spoken English fluency and clarity.
3. **Speeko** – Helps train voice modulation, pace, and delivery for effective speech.
4. **YouGlish** – Uses YouTube to show real-life usage of words with correct pronunciation and stress.  <https://youglish.com>
5. **Orai** – Public speaking and voice training app (gives feedback on clarity, pace, and modulation).

Unit 5: Listening Comprehension*

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Difference between Hearing and Listening
- 5.3 Types of Listening
- 5.4 Characteristics of a Good Listener
- 5.5 Listening Activities and Tasks
- 5.6 Summary
- 5.7 Glossary
- 5.8 Learning Outcomes
- 5.9 Model Examination Questions
- 5.10 Suggested Reading Materials

5.0 Introduction

In the realm of communication, listening comprehension stands as a cornerstone skill. Its significance transcends beyond mere understanding; it forms the bedrock for effective communication, fostering empathy, collaboration, and mutual understanding. Within the context of B.Ed. student teachers studying Communicative English, mastering listening comprehension is essential not only for personal development but also for their future roles as educators.

This chapter aims to delve into the nuances of listening comprehension, equipping student teachers with the necessary tools to hone this skill both for their personal and professional growth. From understanding the theoretical underpinnings of listening to practical strategies for enhancing comprehension, this chapter serves as a comprehensive guide.

The journey begins with an exploration of the importance of listening comprehension in the teaching-learning process. Understanding its pivotal role in facilitating meaningful interactions between educators and learners lays the groundwork for the subsequent discussions. By grasping the significance of active listening, student teachers can appreciate its transformative potential in educational settings.

Moving forward, the chapter delves into the intricacies of effective listening. It examines the barriers that impede comprehension, ranging from external distractions to internal biases, offering strategies to overcome them. Through activities and examples tailored to the educational context, student teachers can develop a deeper understanding of the multifaceted nature of listening.

* Prof. Siddiqui Mohd. Mahmood, Senior Professor, Department of Education and Training, MANUU

Furthermore, the chapter addresses the role of technology in enhancing listening comprehension. In an era characterized by digital connectivity, leveraging audio-visual resources becomes imperative. By incorporating innovative tools and platforms, student teachers can create dynamic learning environments that cater to diverse learning styles and preferences.

Additionally, the chapter emphasizes the symbiotic relationship between listening comprehension and other language skills. By integrating speaking, reading, and writing activities, student teachers can foster holistic language development among their students. Through collaborative projects and communicative tasks, they can cultivate an environment conducive to active engagement and critical thinking.

Moreover, the chapter underscores the importance of assessment in evaluating listening comprehension skills. By employing varied assessment techniques, such as comprehension quizzes, listening journals, and oral presentations, student teachers can gauge learners' proficiency and provide targeted feedback for improvement.

In essence, this chapter serves as a comprehensive guide for B.Ed. student teachers embarking on their journey to cultivate effective communication skills. By mastering listening comprehension, they not only enrich their own linguistic abilities but also empower future generations with the tools to navigate an increasingly interconnected world. Through theoretical insights, practical strategies, and reflective exercises, this chapter equips student teachers with the knowledge and skills necessary to excel in their roles as communicative English educators.

5.1 Objectives

The objectives of this unit are to enable students to:

- Recognize key information and main ideas in spoken discourse.
- Develop analytical skills to understand nuances, tone, and inferred meanings in spoken language.
- Practice and apply effective listening strategies for improved comprehension across contexts.
- Assess and evaluate the accuracy, reliability, and relevance of spoken information.
- Integrate information from multiple spoken sources to build a complete understanding.
- Formulate and articulate appropriate responses based on listening comprehension.
- Adapt listening approaches to suit different accents, speech rates, and communication styles.

- Interpret implied meanings and make inferences beyond explicit spoken content.
- Engage in inquiry by framing meaningful questions from spoken material.
- Summarize spoken passages by restating main points and essential details concisely.

5.2 Difference between Hearing and Listening

It is generally observed that listening as a skill is confused with hearing.

It should be noted that the 'Hearing' is a passive activity which is performed without any objective. An unintentional 'Listening' for which comprehension is not required is called as hearing. It is the process of receiving sounds without processing through the mind. It is like perceiving sounds regarding recognised vibrations through auditory organ.

Whereas an active process that requires hearing with comprehension of sounds is 'Listening'. A hearing activity along with an ability to accurately receive, comprehend and interpret the message is known as Listening.

The exact difference between the two may be better understood through the following:

S. No.	Aspect	Hearing	Listening
1.	Definition	Passive reception of sound waves.	Active process of receiving, interpreting, and understanding sound.
2.	Physical Process	Involves the ears receiving sound waves.	Involves the ears receiving sound waves and the brain processing them.
3.	Involvement	Can occur involuntarily.	Requires voluntary attention and focus.
4.	Focus	Primarily on the sound itself.	Primarily on understanding the meaning behind the sound.
5.	Attention	Minimal attention required.	Requires full attention and concentration.
6.	Purpose	Often unintentional or subconscious.	Intentional, with the goal of understanding or communicating.
7.	Engagement	Passive; may not lead to comprehension.	Active; leads to comprehension and understanding.
8.	Response	May not result in a response or action.	Often results in a response, such as a reply or action.
9.	Mental Activity	Limited mental processing involved.	Involves mental processing, analysis, and interpretation.
10.	Feedback	Not necessarily seeking feedback.	Often involves seeking or providing feedback.

From the above key differences between hearing and listening, we may understand the passive nature of hearing versus the active and intentional nature of listening.

Check Your Progress

1. What is the primary distinction between hearing and listening?
 - A) Both are passive processes
 - B) Hearing is physiological, while listening is cognitive and active
 - C) Listening is sensory, while hearing involves mental processing
 - D) Hearing is a conscious effort, while listening is passive
2. Which of the following best describes the purpose of listening?
 - A) To receive sound waves
 - B) To comprehend, understand, and interpret information
 - C) To engage in sensory functions
 - D) To interrupt the speaker

Key to MCQs:

1. B) Hearing is physiological, while listening is cognitive and active
2. B) To comprehend, understand, and interpret information

5.3 Types of Listening

Though we come across with different types of Listening, following are considered to be very important for students and teachers.

1. Comprehensive Listening: Enhancing Understanding through Engagement

Active Listening is a dynamic and participatory approach to receiving and comprehending information. It involves more than just hearing; it requires full engagement with the speaker, focused attention, and thoughtful responses. Here's an in-depth look at active listening and its components:

(i) Concentration and Focus: Active listening begins with concentrating on the speaker and their message. It means giving undivided attention, eliminating distractions, and maintaining eye contact to signal interest and receptiveness. By focusing solely on the speaker, the listener can better absorb and understand the information being conveyed.

(ii) Acknowledgment and Feedback: Active listeners provide continuous acknowledgment and feedback to the speaker to demonstrate their understanding and encourage further communication. This can be done through verbal cues such as nodding, saying "I see," or "Go on," as well as nonverbal cues like facial expressions and gestures. Offering feedback validates the speaker's message and encourages them to continue sharing.

(iii) Paraphrasing and Summarizing: An essential aspect of active listening is paraphrasing or summarizing the speaker's message in one's own words. This not only confirms understanding but also allows the listener to clarify any points of confusion. Paraphrasing demonstrates empathy and active engagement, as it shows that the listener is genuinely trying to comprehend the speaker's perspective.

(iv) Asking Clarifying Questions: Active listeners ask open-ended and clarifying questions to delve deeper into the speaker's message and clarify any ambiguous or unclear points. These questions encourage the speaker to elaborate further, provide additional context, and ensure mutual understanding. By seeking clarification, active listeners demonstrate their commitment to understanding the speaker's perspective fully.

(v) Empathetic Response: Empathy is a crucial component of active listening. Active listeners strive to understand the speaker's emotions, feelings, and underlying motivations. They express empathy through supportive statements, acknowledging the speaker's emotions, and offering reassurance or validation. Empathetic responses create a safe and supportive environment for open communication and mutual understanding.

(vi) Suspending Judgment: Active listeners withhold judgment and refrain from forming opinions prematurely. Instead, they approach the conversation with an open mind, seeking to understand the speaker's perspective without bias or preconceived notions. Suspending judgment allows for a more objective and respectful exchange of ideas, fostering trust and collaboration between the listener and speaker.

(vii) Reflective Listening: Reflective listening involves reflecting back the speaker's words, emotions, and meaning to demonstrate understanding and empathy. It involves mirroring the speaker's feelings and thoughts to convey that their message has been received and acknowledged. Reflective listening deepens the connection between the listener and speaker and encourages further exploration of the topic.

Active listening is a skill that can be cultivated and refined through practice and conscious effort. By actively engaging with speakers, demonstrating empathy, and seeking mutual understanding, active listeners can enhance communication, build stronger relationships, and foster a supportive and collaborative environment.

2. Appreciative listening:

(i) Focus on Enjoyment: Appreciative listening involves listening with the primary goal of finding enjoyment or pleasure in what is being heard. It's about seeking out what you like or find appealing in the auditory experience.

(ii) Engagement with Artistic Elements: During appreciative listening, individuals engage with various artistic elements such as melody, rhythm, harmony, lyrics (if applicable), language, and emotional expression. They pay attention to how these elements come together to create a meaningful and enjoyable experience.

(iii) Immersion in the Experience: Appreciative listening often involves immersing oneself fully in the auditory experience without distractions. This means setting aside time and space

to focus solely on listening, allowing oneself to be fully present and engaged with the music, poetry, storytelling, or other forms of art.

(iv) Emotional Connection: Appreciative listening can evoke strong emotional responses as individuals connect with the sentiments, themes, or moods conveyed through the auditory medium. It's about allowing oneself to be moved, inspired, or uplifted by what is being heard.

(v) Openness to New Experiences: Appreciative listening encourages openness to exploring different genres, styles, or forms of art. It involves being receptive to new sounds, ideas, or perspectives, even if they may be unfamiliar at first.

(vi) Reflection and Interpretation: After engaging in appreciative listening, individuals may reflect on their experience and interpret the meaning or significance behind what they heard. This can involve personal interpretation, discussing the work with others, or exploring the cultural or historical context surrounding the piece.

(vii) Enhancement of Well-being: Engaging in appreciative listening can contribute to overall well-being by providing moments of relaxation, inspiration, or joy. It can serve as a form of self-care and rejuvenation, helping individuals unwind and recharge amidst the busyness of daily life.

3. Critical Listening

It refers to the practice of actively and analytically listening to audio content, typically speech or music etc., in order to assess its quality, analyze its components, and understand its meaning.

(i) Active Engagement: Critical listening involves actively engaging with the audio content, paying close attention to details such as melody, rhythm, dynamics, tone, and lyrics (if applicable).

(ii) Analytical Approach: It requires an analytical mindset, where the listener evaluates the technical aspects of the audio, including production quality, mixing, mastering, and the use of instrumentation or vocal techniques.

(iii) Objective Assessment: Critical listening requires objectivity, setting aside personal biases or preferences to assess the content impartially. This enables listeners to make fair judgments about the quality and effectiveness of the audio.

(iv) Comparative Analysis: Often, critical listening involves comparing different versions of the same piece of music or various recordings by different artists to identify differences in interpretation, performance, or production.

(v) Contextual Understanding: Understanding the context in which the audio was created is essential for critical listening. This includes knowledge about the artist, the genre, cultural

influences, and historical significance, which can provide valuable insights into the meaning and intention behind the content.

(vi) Feedback and Critique: Critical listening often involves providing constructive feedback or critique, whether for personal improvement, professional evaluation, or academic analysis. This feedback can help artists, producers, and performers refine their craft and enhance the quality of their work.

(vii) Emotional and Intellectual Engagement: While critical listening involves a certain level of detachment and analysis, it also requires emotional and intellectual engagement. Listeners may reflect on the emotional impact of the music or the significance of the message conveyed in the lyrics, while also considering the intellectual complexities of the composition or performance.

(viii) Continuous Learning and Development: Critical listening is a skill that can be honed over time through practice and exposure to a diverse range of audio content. It requires ongoing learning and development to deepen one's understanding of music and sound and to refine one's ability to critically evaluate them.

By actively engaging with these points, individuals can cultivate a deeper appreciation for audio content while also developing valuable skills in analysis, interpretation, and communication.

4. Discriminative Listening

(i) Understanding Speech Sounds: Discriminative listening involves the ability to differentiate between various speech sounds. This includes recognizing differences in pronunciation, pitch, tone, and other auditory cues that convey meaning.

(ii) Identifying Phonemes: Discriminative listening helps in distinguishing individual phonemes, the smallest units of sound that distinguish one word from another in a particular language. This skill is crucial for accurate comprehension and communication.

(iii) Recognizing Word Stress and Intonation: Discriminative listening also involves recognizing patterns of word stress and intonation, which can significantly affect the meaning of a sentence or phrase. By discerning these nuances, listeners can better understand the speaker's intended message.

(iv) Parsing Nonverbal Cues: Discriminative listening extends beyond just speech sounds to include nonverbal cues such as facial expressions, gestures, and body language. These cues provide additional context and contribute to a more comprehensive understanding of communication.

(v) Filtering Relevant Information: Discriminative listeners are adept at filtering out irrelevant background noise or distractions and focusing on the key information being conveyed. This ability is particularly important in noisy or distracting environments where clear communication may be challenging.

(vi) Developing Language Proficiency: Discriminative listening is fundamental to language learning and proficiency development. By actively listening and discerning subtle linguistic cues, learners can improve their comprehension skills and become more proficient communicators in their target language.

(vii) Enhancing Interpersonal Relationships: Discriminative listening plays a crucial role in building and maintaining effective interpersonal relationships. By demonstrating attentiveness and understanding through discriminative listening, individuals can foster trust, empathy, and rapport with others.

(viii) Improving Academic and Professional Performance: Discriminative listening is essential for academic success and professional growth. Students who develop strong discriminative listening skills are better equipped to comprehend lectures, participate in discussions, and perform well on exams. Similarly, professionals who excel in discriminative listening can effectively communicate with colleagues, clients, and stakeholders, leading to more successful outcomes in their respective fields.

(ix) Cultural Sensitivity: Discriminative listening also involves being sensitive to cultural differences in communication styles and norms. By actively listening and respecting diverse perspectives, individuals can avoid misunderstandings and cultivate more inclusive and harmonious interactions across cultures.

(x) Continuous Improvement: Discriminative listening is a skill that can be continually honed and refined over time through practice and feedback. By actively seeking opportunities to engage in discriminative listening and reflecting on their listening experiences, individuals can strive for ongoing improvement and mastery of this essential skill.

Check Your Progress

1. What type of listening involves understanding and interpreting the message being communicated?
 - A) Comprehensive Listening
 - B) Appreciative Listening
 - C) Critical Listening
 - D) Discriminative Listening
2. Which type of listening focuses on enjoying and being entertained by the message?
 - A) Comprehensive Listening
 - B) Appreciative Listening

- C) Critical Listening
D) Discriminative Listening
3. When someone listens to evaluate or analyze the message for its validity and credibility, what type of listening is being utilized?
A) Comprehensive Listening
B) Appreciative Listening
C) Critical Listening
D) Discriminative Listening
4. Which type of listening is primarily concerned with distinguishing between different sounds and stimuli?
A) Comprehensive Listening
B) Appreciative Listening
C) Critical Listening
D) Discriminative Listening
5. When someone listens to identify and understand the main ideas and key details of a message, which type of listening is being employed?
A) Comprehensive Listening
B) Appreciative Listening
C) Critical Listening
D) Discriminative Listening
6. Which type of listening involves paying attention to the nuances of language and tone to understand the underlying emotions or intentions behind the message?
A) Comprehensive Listening
B) Appreciative Listening
C) Critical Listening
D) Discriminative Listening

Key to MCQs:

1. A) Comprehensive Listening
2. B) Appreciative Listening
3. C) Critical Listening
4. D) Discriminative Listening
5. A) Comprehensive Listening
6. A) Comprehensive Listening

5.4 Characteristics of a Good Listener

Listening is one of the most important activities. It is considered to be one of the essential qualities of a leader. It plays a very important role in the personality development of a teacher. Language communication experts have enumerated many characteristics of a good listener. Some of them are very essential for the teachers as well as students.

They are as under:

(1) Attentiveness: Good listeners are fully present and attentive during conversations, showing genuine interest in what the speaker is saying.

- (2) Empathy:** They demonstrate empathy by understanding and acknowledging the speaker's emotions and perspectives, without judgment.
- (3) Open-mindedness:** Good listeners approach conversations with an open mind, willing to consider different viewpoints and ideas.
- (4) Non-verbal Communication:** They use positive body language, such as nodding, making eye contact, and facing the speaker, to show their engagement and understanding.
- (5) Patience:** Good listeners are patient and allow the speaker to express themselves fully without interrupting or rushing the conversation.
- (6) Respect:** They show respect for the speaker by listening without judgment, avoiding interruptions, and valuing their opinions and contributions.
- (7) Feedback:** Good listeners provide feedback to the speaker to confirm understanding, ask clarifying questions, or offer support and encouragement.
- (8) Asking Questions:** They ask relevant and thoughtful questions to delve deeper into the topic and demonstrate their interest in understanding the speaker's perspective.
- (9) Reflective Listening:** Good listeners practice reflective listening, paraphrasing what the speaker has said to ensure understanding and show that they are actively listening.
- (10) Remembering Details:** They make an effort to remember important details from the conversation, which shows that they value what the speaker has shared.
- (11) Empowering Others:** Good listeners empower the speaker by giving them space to express themselves, validating their experiences, and offering encouragement and support.
- (12) Focus on Content:** They focus on the content of the message rather than being distracted by their own thoughts or biases.
- (13) Avoiding Assumptions:** Good listeners avoid making assumptions or jumping to conclusions before fully understanding the speaker's perspective.
- (14) Adaptability:** Good listeners adapt their listening style to suit the needs of the speaker and the context of the conversation, whether it's providing emotional support, problem-solving, or simply lending a listening ear.

Check Your Progress

1. What is a characteristic of a good listener related to remaining receptive to diverse perspectives?
 - A) Empathy
 - B) Attentiveness
 - C) Feedback
 - D) Open-mindedness
2. What is an essential characteristic of a good listener related to allowing the speaker to express themselves without interruptions?
 - A) Patience
 - B) Attentiveness
 - C) Open-mindedness
 - D) Empathy
3. Which characteristic involves acknowledging the speaker's emotions and perspectives?
 - A) Feedback
 - B) Empathy
 - C) Open-mindedness
 - D) Attentiveness
4. What does a good listener avoid during a conversation?
 - A) Providing feedback
 - B) Using body language
 - C) Interruptions
 - D) Open-mindedness
5. Which characteristic involves maintaining focus on the speaker without distractions?
 - A) Empathy
 - B) Attentiveness
 - C) Feedback
 - D) Open-mindedness

Key to MCQs:

1. D) Open-mindedness
2. A) Patience
3. B) Empathy
4. C) Interruptions
5. B) Attentiveness

These characteristics collectively contribute to effective listening and communication, fostering deeper connections and understanding between individuals. It may be noted that we can improve our listening skill by systematic efforts in cultivating above characteristics in us. Can you suggest some listening activities and tasks?

5.5 Listening Activities and Tasks

There are numerous ways and methods through which listening activities can be initiated; some of the activities are given below.

- Request your English Teacher to speak on some specific topic like ' Education is a Continuous Process' and try to write down key points of his speech.

.....
.....
.....

- Listen to the Local English News on Television or Radio and try to write down main themes of the news items.

.....
.....
.....

- Listen to the recorded news items in slow motion and write the complete news as it is spoken.

.....
.....
.....

- Listen to your favourite Television Show in English and create a dialogue situation among your peer group.

.....
.....
.....

You might have noted that even while participating in listening activities and tasks, everybody's concentration in listening is not equal. This simply suggests that we need to improve our listening skill, systematically.

Learning to Listen

1. Active Listening Techniques:

- Paraphrasing: Restating the speaker's words in one's own words.
- Clarification: Seeking additional information for better understanding.
- Summarization: Condensing the key points of the conversation.

2. Eliminating Barriers:

- Recognizing personal biases and prejudices.

- Minimizing distractions to enhance focus.

3. Developing Concentration:

- Practicing mindfulness to improve concentration during listening.

4. Cultural Sensitivity:

- Being aware of cultural differences that may impact communication.

5. Technology and Listening:

- Addressing challenges posed by virtual communication platforms.

Mastering listening comprehension is an integral skill for educators. By understanding the difference between hearing and listening, embodying the characteristics of a good listener, and actively learning to listen through various techniques, student teachers can enhance their communication skills and create a positive learning environment.

5.6 Summary

In the unit on 'Listening Comprehension,' the key topics include difference between hearing and listening, types of listening, characteristics of a good listener, effective listening strategies, and improving comprehension skills. The focus is on developing the ability to grasp information, identify main ideas, and interpret nuances in spoken communication. Various exercises and techniques are likely covered to enhance listening skills, ultimately contributing to better overall comprehension.

5.7 Glossary

1. Auditory: Relating to the sense of hearing or the organs involved in hearing.

2. Discern: To perceive or recognize something with clarity, often through careful observation or attentive listening.

3. Attentive: Paying close attention to someone or something; showing interest and concentration.

4. Comprehension: The ability to understand or grasp the meaning of something, particularly spoken or written language.

5. Empathetic: Showing an understanding of and sensitivity to the feelings, thoughts, and experiences of others, often demonstrated through active listening.

6. Paraphrase: To restate or rephrase something in one's own words, often to ensure understanding or clarify meaning.

7. Feedback: Information or reactions provided in response to an action, behavior, or communication, often used to improve understanding or performance.

5.8 Learning Outcomes

At the end of the Unit, students will be able to:

- **Identify:** Recognize key information and main ideas in spoken discourse.
- **Analyze:** Break down spoken language to comprehend nuances, tone, and inferred meanings.
- **Apply:** Utilize effective listening strategies to enhance comprehension in various contexts.
- **Evaluate:** Assess the accuracy and relevance of information obtained through listening.
- **Synthesize:** Combine information from diverse sources to form a comprehensive understanding.
- **Respond:** Articulate coherent and relevant responses based on information gathered through listening.
- **Adapt:** Adjust listening strategies to different accents, speech rates, and communication styles.
- **Interpret:** Extract implied meanings and infer information not explicitly stated in the spoken discourse.
- **Question:** Formulate inquiries based on the content of the spoken material to deepen understanding.
- **Summarize:** Concisely restate the main points and key details of spoken passages.

5.9 Model Examination Questions

Objective Type Questions

1. Which active listening technique involves restating the speaker's words in one's own words?
 - A) Clarification
 - B) Summarization
 - C) Paraphrasing
 - D) Patience
2. What does a good listener do to convey interest and understanding non-verbally?
 - A) Provides feedback
 - B) Uses body language and gestures
 - C) Interrupts the speaker
 - D) Avoids distractions
3. Which barrier to effective listening involves being aware of cultural differences?
 - A) Prejudice
 - B) Distractions

- C) Mindfulness
 - D) Cultural Sensitivity
4. Which technique involves condensing the key points of a conversation for better understanding?
- A) Clarification
 - B) Summarization
 - C) Paraphrasing
 - D) Active listening
5. What does a good listener do to enhance concentration during listening?
- A) Provides feedback
 - B) Practices mindfulness
 - C) Uses body language
 - D) Interrupts the speaker
6. What is a passive process related to the reception of sound waves?
- A) Listening
 - B) Clarification
 - C) Summarization
 - D) Hearing
7. What is the primary purpose of paraphrasing in active listening?
- A) To interrupt the speaker
 - B) To seek additional information
 - C) To restate the speaker's words in one's own words
 - D) To provide constructive feedback
8. Which barrier to effective listening involves recognizing personal biases and prejudices?
- A) Prejudice
 - B) Distractions
 - C) Mindfulness
 - D) Cultural Sensitivity
9. What technique involves seeking additional information for better understanding during a conversation?
- A) Summarization
 - B) Clarification
 - C) Paraphrasing
 - D) Active listening

10. Which of the following is NOT a barrier to effective listening?
- A) Prejudice
 - B) Empathy
 - C) Distractions
 - D) Stereotyping
11. Active listening involves:
- A) Hearing only words spoken by the speaker
 - B) Paying attention to non-verbal cues
 - C) Interrupting the speaker frequently
 - D) Focusing solely on formulating a response
12. Which of the following is a key component of reflective listening?
- A) Offering unsolicited advice
 - B) Paraphrasing the speaker's words
 - C) Interrupting to share personal experiences
 - D) Expressing judgment about the speaker's opinions
13. Which listening skill involves summarizing the speaker's main points?
- A) Empathic listening
 - B) Critical listening
 - C) Analytical listening
 - D) Synthesizing
14. Which type of listening focuses on understanding the emotions behind the speaker's words?
- A) Empathic listening
 - B) Discriminative listening
 - C) Appreciative listening
 - D) Comprehensive listening
15. Select the correct statement about empathic listening:
- A) It involves judging the speaker's viewpoints.
 - B) It aims to understand the speaker's feelings.
 - C) It prioritizes formulating a response quickly.
 - D) It disregards non-verbal communication.
16. Which listening technique involves asking open-ended questions to encourage further elaboration from the speaker?
- A) Paraphrasing
 - B) Summarizing

- C) Probing
- D) Evaluating

17. Select the incorrect statement about active listening:

- A) It involves giving the speaker your full attention.
- B) It requires minimal verbal feedback.
- C) It enhances understanding and rapport.
- D) It involves interpreting the speaker's words based on personal biases.

18. Which listening skill involves evaluating the credibility and validity of the speaker's message?

- A) Analytical listening
- B) Appreciative listening
- C) Sympathetic listening
- D) Discriminative listening

Short Answer Type Questions

1. What is the primary goal of listening comprehension?
2. Name three factors that can affect effective listening.
3. Explain the difference between active and passive listening.
4. How can pre-listening activities enhance comprehension skills?
5. Provide an example of a listening barrier and suggest ways to overcome it.
6. Describe the importance of context in understanding spoken language.
7. What role does nonverbal communication play in listening comprehension?
8. Discuss the significance of note-taking during listening exercises.
9. How can varied accents and dialects impact listening comprehension, and how can one overcome this challenge?
10. Explain the concept of paraphrasing in the context of improving listening skills.

Long Answer Type Questions

1. Explain the importance of active listening in the context of listening comprehension. Provide examples to illustrate how active listening enhances understanding.
2. Compare and contrast different listening strategies discussed in the chapter. Highlight the situations in which each strategy is most effective and explain why.
3. Analyze the role of non-verbal cues in listening comprehension. How do gestures, facial expressions, and body language contribute to understanding spoken information?
4. Discuss the challenges individuals may face in developing effective listening skills. Provide recommendations for overcoming these challenges based on the chapter's insights.

5. Explore the concept of selective listening and its impact on communication. How can individuals overcome the tendency to selectively listen, and what are the consequences of not addressing this behavior?
6. Evaluate the role of cultural differences in listening comprehension. How can awareness of cultural nuances improve cross-cultural communication through enhanced listening skills?
7. Elaborate on the various types of listening barriers discussed in the chapter. Provide real-world examples of how these barriers can impede comprehension and suggest strategies for overcoming them.

Answer Key of MCQs

- | | |
|---|--|
| 1. C) Paraphrasing | 11. B) Paying attention to non-verbal cues |
| 2. B) Uses body language and gestures | 12. B) Paraphrasing the speaker's words |
| 3. D) Cultural Sensitivity | 13. D) Synthesizing |
| 4. B) Summarization | 14. A) Empathic listening |
| 5. B) Practices mindfulness | 15. B) It aims to understand the speaker's feelings |
| 6. D) Hearing | 16. C) Probing |
| 7. C) To restate the speaker's words in one's own words | 17. D) It involves interpreting the speaker's words based on personal biases |
| 8. A) Prejudice | 18. A) Analytical listening |
| 9. B) Clarification | |
| 10. B) Empathy | |

5.10 Suggested Reading Materials

1. Nichols, M. P. (2009). Active Listening. Guilford Press: New York.
2. Nichols, M. P. (1995). The Lost Art of Listening. Guilford Press: New York.
3. Brownell, J. (2013). Listening: Attitudes, Principles, and Skills. Pearson: Boston.
4. Worthington, D. L. (2015). Listening: Processes, Functions, and Competency. Routledge: London.
5. Epley, N. (2020). The Power of Listening: Building Skills for Mission Success. Harvard Business Review Press: Boston.
6. Barker, L. (2004). Effective Listening: Key to Your Success. Prentice Hall: Upper Saddle River, NJ.
7. Murphy, K. (2020). You're Not Listening: What You're Missing and Why It Matters. Celadon Books: New York.
8. Gower, J. (2009). Listening Skills Training. Kogan Page: London.
9. Miller, J. E. (2003). The Art of Listening in a Healing Way Chiron Publications: Wilmette, IL.
10. Shapiro, S. (2012). Listening for Success: How to Master the Most Important Skill of Network Marketing. Morgan James Publishing: New York.

11. Mathieu, W. A. (1992). *The Listening Book: Discovering Your Own Music*. Shambhala Publications: Boston.
12. Mitchell, R. (2017). *Listening Comprehension Strategies for the IELTS Test*. CreateSpace Independent Publishing Platform: Scotts Valley, CA.
13. Boutwell, C. (2013). *Listen and Learn: 101 Japanese Idioms*. CreateSpace Independent Publishing Platform: Scotts Valley, CA.
14. Oliveros, P. (2005). *Deep Listening: A Composer's Sound Practice*. iUniverse: Lincoln, NE.
15. Vaughn, L. (2017). *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims*. Oxford University Press: New York.
16. Ekanem, A. (2016). *Effective Listening: Improve Your Listening Skills and Build Rapport with People*. Anthony Ekanem: Nigeria.
17. Kramer, P. D. (1993). *Listening to Prozac: A Psychiatrist Explores Antidepressant Drugs and the Remaking of the Self*. Viking: New York.
18. Burley-Allen, M. (1995). *Listening: The Forgotten Skill*. John Wiley & Sons: New York.
19. Shafir, R. Z. (2003). *The Zen of Listening: Mindful Communication in the Age of Distraction*. Quest Books: Wheaton, IL.
20. Jeanette, D. (2016). *The Art of Empathetic Listening: Understanding an Angry Person*. Doris Jeanette: Philadelphia, PA.
21. Wood, B. (2015). *Listening for the Heartbeat of Being: The Arts of Robert Bringhurst*. University of Alberta Press: Edmonton, AB.
22. Chaskalson, M. (2015). *Mindful Listening: Positive Approach to Conversations*. Pearson: Boston.
23. Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Free Press: New York.
24. Safir, S. (2017). *The Listening Leader: Creating the Conditions for Equitable School Transformation*. Jossey-Bass: San Francisco.
25. Sautter, E. (2016). *Whole-Body Listening Larry at School! Social Thinking Publishing*. San Jose, CA.
26. Bolton, R. (2002). *Listen Up or Lose Out: How to Avoid Miscommunication, Improve Relationships, and Get More Done Faster*. Nicholas Brealey Publishing: London.
27. Beasley, K. (2018). *Mindful Listening: Rediscovering the Art of Listening*. CreateSpace Independent Publishing Platform: Scotts Valley, CA.
28. Wright, C. (2014). *Listening to Music*. Cengage Learning: Boston.
29. Mathieu, W. A. (1992). *The Listening Book: Discovering Your Own Music*. Shambhala Publications: Boston.
30. Miller, J. E. (2003). *The Art of Listening in a Healing Way*. Chiron Publications: Wilmette, IL.

Unit 6: Speaking Skills*

- 6.0 Introduction:
- 6.1 Objectives
- 6.2 Making Speeches and Presentations
- 6.3 Compering and Anchoring: Roles and Responsibilities of a Compere/Anchor
- 6.4 Role-Play
- 6.5 Summary
- 6.6 Glossary
- 6.7 Learning Outcomes
- 6.8 Model Examination Questions
- 6.9 Suggested Reading Materials

6.0 Introduction

In today's interconnected and communication-driven world, the ability to articulate thoughts, ideas, and information verbally is paramount. Speaking skills encompass a range of abilities that allow individuals to express themselves clearly, confidently, and effectively in various contexts. From everyday conversations to professional presentations, mastering speaking skills is essential for success in both education and the professional realm.

Speaking skills refer to the ability to convey information, thoughts, and ideas orally in a coherent and understandable manner. It involves not only the words spoken but also factors such as tone, body language, and delivery style. Effective speaking skills encompass clarity, conciseness, persuasiveness, and the ability to engage and captivate an audience.

In both educational and professional settings, strong speaking skills are invaluable. In education, students who can articulate their thoughts and ideas verbally are better equipped to participate actively in classroom discussions, collaborate with peers, and present their knowledge effectively. Furthermore, in today's highly competitive job market, employers place a premium on candidates who can communicate clearly and confidently. Whether in interviews, meetings, or presentations, individuals with strong speaking skills are more likely to inspire confidence, build rapport, and advance their careers.

This unit will delve into various aspects of speaking skills, providing practical guidance and strategies for improvement. Topics covered will include:

- The fundamentals of effective verbal communication

* Prof. Siddiqui Mohd. Mahmood, Senior Professor, Department of Education and Training, MANUU

- Techniques for overcoming common speaking challenges such as stage fright and lack of confidence
- Strategies for organizing and structuring oral presentations
- Tips for delivering compelling and persuasive speeches
- The role of nonverbal communication in enhancing speaking skills
- Exercises and activities to help individuals practice and refine their speaking abilities
- Real-world examples and case studies illustrating the importance of speaking skills in different contexts

By exploring these key areas, you will gain a comprehensive understanding of speaking skills and learn how to enhance their ability to communicate confidently and persuasively in any situation and particularly in academic settings.

6.1 Objectives

The objectives of this unit are to enable students to:

- **Develop confidence and clarity** in making speeches and presentations.
- **Understand the roles and responsibilities** of a compere/anchor in formal and informal events.
- **Enhance interactive communication skills** through role-play activities.
- **Apply effective speaking strategies** to engage audiences in diverse contexts.

6.2 Making Speeches and Presentations

1. Understanding the Audience:

- **Demographics:** Consider factors such as age, gender, education level, and cultural background to tailor your content appropriately. For example, language and cultural references should resonate with the audience.

- **Interests:** Research the interests and preferences of the audience to incorporate relevant examples and anecdotes that will capture their attention.

- **Knowledge Level:** Assess the audience's familiarity with the topic to determine the depth of explanation required. Avoid using jargon or overly technical language if the audience is not familiar with the subject matter.

2. Structuring the Content:

- **Introduction:** Start with a compelling opening that grabs the audience's attention and introduces the topic. Clearly state the purpose of the speech or presentation to set expectations.

- **Body:** Organize the main points logically, using clear headings and subheadings to guide the audience through the content. Provide supporting evidence, examples, and anecdotes to reinforce key messages.

- **Conclusion:** Summarize the main points and reinforce the key takeaways. End with a memorable closing statement or call to action that leaves a lasting impression on the audience.

3. Engaging Delivery Techniques:

- **Storytelling:** Use personal anecdotes or case studies to illustrate key points and make the content more relatable and memorable.

- **Humor:** Injecting humor can help to lighten the mood and keep the audience engaged. However, be mindful of cultural sensitivities and ensure that humor is appropriate for the context.

- **Visuals:** Incorporate slides, charts, graphs, and images to complement verbal communication and reinforce key points visually. Make sure visuals are clear, concise, and relevant to the content.

- **Interactive Elements:** Encourage audience participation through activities such as polls, Q&A sessions, or group discussions to foster engagement and create a more dynamic presentation.

4. Effective Use of Visual Aids:

- **Slide Design:** Keep slides simple and uncluttered, with minimal text and high-quality visuals. Use a consistent design theme and font style for a professional look.

- **Charts and Graphs:** Use charts and graphs to present data in a visually appealing and easy-to-understand format. Label axes clearly and provide a brief explanation of the data presented.

- **Videos:** Incorporate relevant videos to demonstrate processes, showcase products, or provide additional context. Make sure videos are of high quality and properly integrated into the presentation.

5. Practice and Rehearsal:

- **Multiple Iterations:** Practice delivering the speech or presentation multiple times to familiarize yourself with the content and timing. Rehearse until you feel confident and comfortable with the material.

- **Feedback:** Seek feedback from peers, mentors, or trusted colleagues to identify areas for improvement. Pay attention to both verbal and non-verbal cues to gauge audience engagement and adjust your delivery accordingly.

- **Mock Presentations:** Conduct mock presentations in front of a small audience or record yourself to simulate the actual presentation environment. This will help you identify any issues with pacing, clarity, or delivery style that need to be addressed before the live presentation.

By following these guidelines and incorporating effective speaking techniques, you can deliver speeches and presentations that are engaging, informative, and memorable. Remember to adapt your approach based on the specific needs and preferences of your audience to maximize impact.

Check Your Progress

1. What should you consider when understanding your audience for a speech or presentation?
 - A) Only their age and gender
 - B) Only their cultural background
 - C) Demographics, interests, and knowledge level
 - D) None of the above
2. Which of the following is a recommended technique for engaging delivery during a presentation?
 - A) Reading directly from slides
 - B) Avoiding the use of humor
 - C) Incorporating storytelling and humor
 - D) Using complex technical language
3. What is a key aspect of effective slide design for presentations?
 - A) Including as much text as possible
 - B) Using inconsistent fonts and design themes
 - C) Keeping slides simple and uncluttered
 - D) Using low-quality visuals
4. How can you gauge audience engagement during a presentation?
 - A) Ignoring their reactions
 - B) Paying attention to verbal and non-verbal cues
 - C) Asking questions without waiting for responses
 - D) Using technical jargon extensively
5. Why is it important to conduct mock presentations before the live presentation?
 - A) To waste time
 - B) To identify areas for improvement
 - C) To make the audience uncomfortable

D) To showcase perfection

Answer Key:

1. C) Demographics, interests, and knowledge level
2. C) Incorporating storytelling and humor
3. C) Keeping slides simple and uncluttered
4. B) Paying attention to verbal and non-verbal cues
5. B) To identify areas for improvement

6.3 Compering and Anchoring: Roles and Responsibilities of a Compere/Anchor:

A compere or anchor plays a pivotal role in hosting an event, serving as the face and voice that guides the audience through the proceedings. Their responsibilities include:

- Introducing speakers and performers.
- Setting the tone and atmosphere of the event.
- Engaging the audience and keeping their interest throughout the program.
- Facilitating smooth transitions between different segments.
- Providing essential information about the event and its agenda.

Preparing for the Event:

Successful hosting begins with thorough preparation, which involves:

- Researching the event's theme, objectives, and audience demographics.
- Understanding the agenda and sequence of activities.
- Coordinating with speakers, performers, and organizers to ensure a cohesive program.

Scripting:

Writing a well-crafted script is crucial for delivering engaging content. This involves:

- Crafting captivating introductions that capture the audience's attention.
- Developing seamless transitions to maintain the flow of the event.
- Concluding with memorable closing remarks that leave a lasting impression.

Mastering the Art of Ad-libbing:

The ability to improvise is essential for handling unexpected situations with grace and professionalism. This includes:

- Remaining composed and quick-thinking when faced with technical glitches or schedule changes.
- Adapting to the audience's reactions and incorporating spontaneous remarks to enhance engagement.

Interacting with the Audience:

Effective audience interaction is key to creating a vibrant and participatory atmosphere.

This involves:

- Building rapport by addressing the audience directly and using inclusive language.
- Encouraging participation through interactive elements such as Q&A sessions or audience polls.
- Diplomatically managing disruptions or distractions to maintain focus and momentum.

Time Management:

Keeping the event on schedule is crucial for ensuring a smooth and successful program.

This requires:

- Staying vigilant of time constraints and adhering to the planned agenda.
- Flexibility to adjust the pace or duration of segments as needed while still achieving the event's objectives.

Collaboration and Teamwork:

Hosting an event is a collaborative effort that involves coordination with various stakeholders. This includes:

- Working closely with the technical crew to ensure proper audiovisual support.
- Collaborating with co-hosts or fellow presenters to maintain synergy and cohesion.
- Communicating effectively with event organizers to address any logistical or operational concerns.

Post-Event Reflection:

Evaluating performance and seeking feedback are essential for continuous improvement. This involves:

- Reflecting on the strengths and areas for improvement in hosting style and delivery.
- Soliciting feedback from organizers, participants, and other stakeholders to gain valuable insights.
- Using constructive criticism to refine hosting skills and enhance future performances.

By mastering the art of compering and anchoring, speakers can elevate the overall experience of an event and leave a lasting impact on the audience.

Check Your Progress

1. What is one of the responsibilities of a compere or anchor at an event?
 - A) Managing the budget
 - B) Arranging transportation for attendees
 - C) Introducing speakers and performers
 - D) Designing promotional materials
2. Why is scripting important for a compere or anchor?
 - A) To select the venue for the event
 - B) To decide the menu for the event
 - C) To develop engaging content for the audience
 - D) To choose the theme color for the event
3. What skill is essential for handling unexpected situations during an event?
 - A) Juggling
 - B) Singing
 - C) Ad-libbing
 - D) Painting
4. How can a compere or anchor encourage audience participation?
 - A) By ignoring the audience
 - B) By talking only to the organizers
 - C) By using inclusive language and interactive elements
 - D) By avoiding eye contact with the audience
5. Why is time management crucial for a compere or anchor?
 - A) To extend the event duration
 - B) To ensure a smooth and successful program
 - C) To rush through the event agenda
 - D) To start the event late
6. What is one of the post-event reflection practices mentioned in the passage?
 - A) Ignoring feedback
 - B) Continuing with the same hosting style
 - C) Reflecting on strengths and areas for improvement
 - D) Avoiding seeking feedback from stakeholders

Answer Key:

1. C) Introducing speakers and performers
2. C) To develop engaging content for the audience
3. C) Ad-libbing
4. C) By using inclusive language and interactive elements
5. B) To ensure a smooth and successful program
6. C) Reflecting on strengths and areas for improvement

6.4 Role-Play

Role-play in education refers to a pedagogical technique where students enact specific roles within a given scenario. Its purpose is multifaceted, aiming to enhance communication skills, foster empathy and perspective-taking, develop problem-solving abilities, and promote critical thinking. By immersing students in simulated real-life situations, role-play enables them to actively engage with content, apply knowledge, and practice skills in a dynamic and interactive environment.

Types of Role-Plays:

- **Simulations:** Students simulate real-world scenarios, such as a business negotiation or a historical event, to apply theoretical concepts in practical contexts.
- **Scripted Scenarios:** Participants follow predetermined scripts, allowing for focused practice on specific communication skills or situations.
- **Improvisation:** Students spontaneously act out roles without scripts, encouraging creativity, adaptability, and quick thinking.

Preparing for Role-Play:

- **Understanding Roles:** Students must comprehend their assigned roles, including character traits, motivations, and objectives, to effectively embody their characters.
- **Researching Context:** Thorough understanding of the scenario's context, including historical, cultural, or professional background, enhances authenticity and enables informed decision-making.
- **Rehearsing Dialogues:** Practice sessions help students internalize dialogue delivery, refine communication techniques, and build confidence in portraying their roles convincingly.

Effective Communication Techniques:

- **Active Listening:** Encourages students to attentively listen to others' perspectives, fostering mutual understanding and constructive dialogue.
- **Empathy:** Promotes sensitivity to others' emotions and viewpoints, facilitating respectful communication and conflict resolution.

- **Clarity in Expression:** Emphasizes clear and concise communication, ensuring messages are understood accurately and effectively conveyed.

Developing Empathy and Perspective-Taking:

- **Understanding Diverse Viewpoints:** Exposes students to diverse perspectives, promoting tolerance, appreciation of cultural differences, and broadening their worldview.

- **Cultural Sensitivity:** Raises awareness of cultural nuances and norms, enabling students to communicate respectfully and effectively across cultural boundaries.

Problem-Solving and Decision-Making:

- **Analyzing Situations:** Encourages critical examination of complex scenarios, identifying underlying issues, and evaluating potential solutions.

- **Brainstorming Solutions:** Facilitates collaborative problem-solving, encouraging creative thinking and consideration of alternative approaches.

- **Reaching Consensus:** Promotes negotiation and consensus-building skills, encouraging students to reconcile conflicting viewpoints and work towards mutually beneficial outcomes.

Feedback and Reflection:

- **Providing Constructive Feedback:** Offers specific, actionable feedback on communication skills, performance, and role portrayal, facilitating continuous improvement.

- **Reflecting on Personal and Group Performance:** Encourages self-assessment and group reflection, fostering metacognitive awareness and promoting learning from experience.

Applications in Teaching:

- **Enhancing Classroom Engagement:** Promotes active participation and student-centered learning, fostering a supportive and interactive learning environment.

- **Fostering Critical Thinking:** Challenges students to analyze, evaluate, and synthesize information, honing their critical thinking and decision-making abilities.

- **Practicing Real-Life Scenarios:** Prepares students for real-world challenges by providing opportunities to apply theoretical knowledge and develop practical skills in authentic contexts.

Incorporating role-play activities into teaching can significantly enrich speaking skills development, offering students a dynamic and experiential approach to learning while preparing them for success in academic, professional, and social settings.

Check Your Progress

1. What is the primary purpose of role-play in education?
 - A) Enhancing physical fitness
 - B) Fostering empathy and perspective-taking
 - C) Learning mathematical equations
 - D) Memorizing historical dates
2. Which type of role-play involves students acting out roles without predetermined scripts?
 - A) Simulations
 - B) Scripted scenarios
 - C) Improvisation
 - D) Lectures
3. How can students prepare for role-play effectively?
 - A) By avoiding understanding roles and context
 - B) By not rehearsing dialogues
 - C) By researching context and rehearsing dialogues
 - D) By ignoring the scenario's context
4. Which communication technique encourages students to attentively listen to others' perspectives?
 - A) Active listening
 - B) Talking over others
 - C) Ignoring others' viewpoints
 - D) Interrupting conversations
5. How does role-play contribute to problem-solving and decision-making skills?
 - A) By avoiding critical examination of complex scenarios
 - B) By discouraging brainstorming solutions
 - C) By promoting negotiation and consensus-building skills
 - D) By encouraging memorization of solutions
6. What is the purpose of providing constructive feedback in role-play activities?
 - A) To discourage students from participating
 - B) To confuse students about their performance
 - C) To facilitate continuous improvement
 - D) To discourage self-assessment

Answer Key:

1. B) Fostering empathy and perspective-taking
2. C) Improvisation
3. C) By researching context and rehearsing dialogues
4. A) Active listening
5. C) By promoting negotiation and consensus-building skills
6. C) To facilitate continuous improvement

6.5 Summary

The Unit on Speaking Skills aims to equip the B.Ed. Student Teachers with the necessary knowledge and techniques to confidently communicate, present, and facilitate various speaking engagements in both educational and professional settings.

Speaking skills are defined as the ability to communicate effectively and articulately through spoken language. They are vital in education and professional life, enabling individuals to convey ideas, persuade others, and engage with audiences.

The chapter covers various aspects of speaking skills, including making speeches and presentations, compering and anchoring, role-play, and concludes with encouragement for continuous improvement.

The key points covered include understanding the purpose and audience, structuring speeches, crafting engaging openings, organizing content, using visual aids effectively, employing vocal variety and delivery techniques, utilizing body language and gestures, managing nervousness, handling Q&A sessions, and concluding speeches effectively.

Additionally, the chapter discusses the roles and responsibilities of a compère/anchor, preparing for events, scripting, mastering ad-libbing, interacting with the audience, managing time, collaborating with teams, and reflecting on performance post-event.

Role-play is introduced as a valuable educational tool for enhancing communication skills, empathy, problem-solving, and decision-making abilities. Different types of role-plays are explored, along with techniques for preparation, effective communication, empathy development, problem-solving, and decision-making.

The student Teachers need to realize the importance of continuous improvement in speaking skills and the significance of practising and applying these skills in various contexts to achieve success in both educational and professional endeavors.

6.6 Glossary

Compere/Anchor: A person who hosts or presents a program or event, typically in a public setting such as a conference, ceremony, or performance.

Ad-libbing: Speaking or performing without preparation or script, especially in response to unexpected situations.

Rapport: A close and harmonious relationship in which the people or groups involved understand each other's feelings or ideas and communicate well.

Role-Play: A method of instruction or training in which participants act out various roles in simulated scenarios to practice skills or explore different perspectives.

Improvisation: The act of creating or performing spontaneously without preparation, often used in theater, music, or public speaking.

Empathy: The ability to understand and share the feelings of another person, often leading to compassionate or supportive actions.

Perspective-Taking: The cognitive process of imagining oneself in another's position in order to understand their thoughts, feelings, and motivations.

Consensus: General agreement among a group of people, typically reached through discussion and compromise.

Constructive Feedback: Feedback that is helpful, supportive, and focused on ways to improve performance or behavior.

Cultural Sensitivity: Awareness and respect for the cultural differences and nuances that exist between different groups of people.

Brainstorming: A group creativity technique used to generate a large number of ideas or solutions to a problem in a short amount of time.

Posture: The position or carriage of the body as a whole, often reflecting one's physical and emotional state.

Visual Aids: Objects, images, or other visual materials used to enhance or support a presentation or speech.

Anecdotes: Brief, often amusing or interesting stories about real incidents or people, used to illustrate or support a point in a speech or presentation.

Engagement: The act of capturing and maintaining the interest, attention, and involvement of an audience or participants.

Transitions: Smooth and seamless connections between different parts of a speech or presentation, helping to guide the audience through the content.

Simulations: Activities or exercises that replicate real-world situations or scenarios, often used for training, practice, or problem-solving purposes.

6.7 Learning Outcomes

After completing this unit, students will be able to:

1. **Prepare and deliver** structured speeches and presentations effectively.
2. **Perform the role of a compere/anchor** with appropriate language, tone, and audience engagement.
3. **Demonstrate interactive speaking skills** through role-play in real-life situations.
4. **Employ appropriate verbal and non-verbal communication techniques** to enhance audience understanding.
5. **Adapt speaking strategies** to suit different occasions, purposes, and audiences.

6.8 Model Examination Questions

Objective Type Questions

1. What is the primary focus of this Unit?
 - A) Writing skills
 - B) Listening skills
 - C) Speaking skills
 - D) Reading skills
2. Which of the following is NOT a component of structuring a speech?
 - A) Introduction
 - B) Body
 - C) Summary
 - D) Conclusion
3. Which technique is NOT recommended for crafting an engaging opening for a speech?
 - A) Attention grabbers
 - B) Anecdotes
 - C) Jargon
 - D) Quotes
4. What is emphasized in effective use of visual aids during presentations?
 - A) Overloading with information
 - B) Cluttering the slides
 - C) Keeping slides simple and clear
 - D) Ignoring visual aids
5. Which of the following is NOT a vocal variety and delivery technique?
 - A) Pitch
 - B) Taste
 - C) Tone
 - D) Volume

6. What aspect of body language is crucial for effective communication?
- A) Sitting still
 - B) Avoiding eye contact
 - C) Using monotone gestures
 - D) Making eye contact
7. What is recommended for managing nervousness before a speech?
- A) Avoiding rehearsal
 - B) Negative visualization
 - C) Positive visualization
 - D) Ignoring nervousness
8. What is essential for handling Q&A sessions effectively?
- A) Providing lengthy responses
 - B) Ignoring challenging questions
 - C) Active listening
 - D) Avoiding eye contact
9. What is the purpose of concluding a speech?
- A) To introduce new ideas
 - B) To summarize key points
 - C) To confuse the audience
 - D) To make the audience sleepy
10. What are the responsibilities of a Compere/Anchor?
- A) Staying silent throughout the event
 - B) Encouraging audience disruptions
 - C) Keeping the event on schedule
 - D) Creating chaos
11. What is crucial for scripting for compering and anchoring?
- A) Writing lengthy introductions
 - B) Ignoring the event agenda
 - C) Creating engaging transitions
 - D) Avoiding preparation
12. What skill is necessary for mastering the art of ad-libbing?
- A) Sticking strictly to the script
 - B) Handling unexpected situations
 - C) Repeating prepared lines
 - D) Avoiding audience interaction
13. What is important for effective audience interaction during events?
- A) Creating a distant atmosphere
 - B) Encouraging participation
 - C) Avoiding rapport with the audience
 - D) Disrupting the event flow
14. What is a key aspect of role-play in education?
- A) Isolating students from real-life scenarios
 - B) Encouraging passivity
 - C) Enhancing classroom engagement

- D) Fostering cultural insensitivity
15. What type of role-play involves improvisation?
- A) Scripted scenarios
 - B) Simulations
 - C) Rehearsed dialogues
 - D) Improvised situations
16. What is important for providing effective feedback in role-play scenarios?
- A) Being overly critical
 - B) Avoiding feedback
 - C) Providing constructive feedback
 - D) Ignoring performance

Short Answer Type Questions

1. What are Speaking Skills?
2. Why are Speaking Skills important in education and professional life?
3. What are some elements of structuring a speech?
4. Name three types of attention grabbers for crafting an engaging opening.
5. What are some examples of visual aids used in presentations?
6. List two vocal delivery techniques.
7. Name two aspects of body language and gestures important in public speaking.
8. How can one manage nervousness before giving a speech?
9. What are some strategies for handling Q&A sessions effectively?
10. What should be included in concluding a speech?
11. What are the roles and responsibilities of a Comper/Anchor?

Long Answer Type Questions

1. Explain the importance of understanding the purpose and audience when making speeches and presentations.
2. Describe the process of scripting for compering and anchoring an event.
3. Discuss the significance of mastering the art of ad-libbing in compering and anchoring.
4. How can role-play enhance communication skills and empathy in education?
5. Explain the steps involved in preparing for a role-play scenario.
6. Discuss the applications of role-play in teaching and learning contexts.

Answer Key of MCQs:

1. C) Speaking skills
2. C) Summary
3. C) Jargon
4. C) Keeping slides simple and clear
5. B) Taste
6. D) Making eye contact

7. C) Positive visualization
8. C) Active listening
9. B) To summarize key points
10. C) Keeping the event on schedule
11. C) Creating engaging transitions
12. B) Handling unexpected situations
13. B) Encouraging participation
14. C) Enhancing classroom engagement
15. D) Improvised situations
16. C) Providing constructive feedback

6.9 Suggested Reading Materials

1. Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge University Press.
2. Carnegie, D. (2010). *The art of public speaking*. Simon and Schuster.
3. Dale, C. (2011). *Speaking effectively: A guide for air force speakers*. The Military Yearbook Project.
4. Devito, J. A. (2018). *The interpersonal communication book*. Pearson.
5. Dlugan, A. (2012). *Mastering the art of public speaking*. Six Minutes Media.
6. Fisher, W. R. (1980). Metaphorical criticism: A lecture on lectures. *Quarterly Journal of Speech*, 66(4), 377-385.
7. Guffey, M. E., & Loewy, D. (2015). *Essentials of business communication*. Cengage Learning.
8. Hamilton, C. (2014). *Speaking well: Essential skills for speakers, leaders, and preachers*. Baker Books.
9. Lucas, S. E. (2017). *The art of public speaking*. McGraw-Hill Education.
10. O'Hair, D., Wiemann, M., & Mullin, D. I. (2015). *Real communication: An introduction*. Bedford/St. Martin's.
11. Osborn, M., Osborn, S., & Osborn, R. (2013). *Public speaking: Finding your voice*. Pearson.
12. Parker, R. (2015). *The art of conversation: Change your life with confident communication*. Penguin.
13. Preston, P. W. (1982). *Making effective speeches: A comprehensive guide*. Charles C. Thomas Publisher.
14. Quintilian. (2008). *Institutio Oratoria* (Vol. 1). Harvard University Press.
15. Rubin, D. L. (1981). *How to be a more effective speaker*. Wiley.

16. Seiler, W. J., & Beall, M. L. (2014). *Communication: Making connections*. Pearson.
17. Tracy, B. (2012). *Speak to win: How to present with power in any situation*. AMACOM.
18. Vangelisti, A. L. (2018). *Explaining communication: Contemporary theories and exemplars*. Routledge.
19. Wiemann, J. M., & Wiemann, M. O. (1994). *Public speaking: Concepts and skills for a diverse society*. Mayfield Publishing Company.
20. Wood, J. T. (2017). *Communication mosaics: An introduction to the field of communication*. Cengage Learning.
21. York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2012). *Reflective practice to improve schools: An action guide for educators*. Corwin Press.
22. Zeoli, T. (2018). *Communication skills training: A practical guide to improving your social intelligence, presentation, persuasion, and public speaking*. Independently Published.
23. Tice, C. (2016). *Public speaking and presentations demystified*. Kogan Page Publishers.
24. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
25. Cuddy, A. J., Wilmuth, C. A., Yap, A. J., & Carney, D. R. (2015). Preparatory power posing affects nonverbal presence and job interview performance. *Journal of Applied Psychology*, 100(4), 1286–1295.
26. Bavelas, J. B., Coates, L., & Johnson, T. (2002). Listeners as co-narrators. *Journal of Personality and Social Psychology*, 83(5), 1017–1030.

Unit 7: Reading Comprehension*

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Importance of Reading
- 7.3 Importance of Reading Habit
- 7.4 Purpose of Reading
- 7.5 Types of Reading
- 7.6 Speed of Reading
- 7.7 Characteristics of a Good Reader
- 7.8 Summary
- 7.9 Glossary
- 7.10 Learning Outcomes
- 7.11 Model Examination Questions
- 7.12 Suggested Reading Materials

7.0 Introduction

Welcome to the exploration of reading comprehension, a cornerstone skill in the pursuit of effective communication and intellectual enrichment. In this Unit, we embark on a journey to delve into the intricacies of reading comprehension, understanding its significance, various types, and the attributes that define proficient readers. As future educators, comprehending and imparting the essence of reading is pivotal in nurturing well-rounded individuals.

Reading serves as a gateway to knowledge, enlightenment, and personal growth, transcending boundaries, cultures, and epochs. Proficient reading fosters critical thinking, enhances vocabulary, and augments cognitive abilities, stimulating imagination and creativity. It is an indispensable tool for both academic and personal development, offering a window into diverse perspectives and ideas.

For teachers, cultivating a reading habit enriches their knowledge base and serves as a model for students, providing fresh insights, innovative teaching strategies, and a deeper understanding of diverse subjects. Similarly, for students, developing a reading habit nurtures intellectual curiosity, fosters analytical skills, and enhances academic performance across disciplines.

The purpose of reading extends beyond mere information acquisition; it encompasses comprehension, analysis, interpretation, and synthesis of ideas. Whether it's extracting key details from a textbook, deciphering complex literature, or exploring contemporary issues through articles, the ultimate goal is to comprehend, evaluate, and apply acquired knowledge.

* Prof. Siddiqui Mohd. Mahmood, Senior Professor, Department of Education and Training, MANUU

Reading can be classified into various types based on purpose and approach, including skimming, scanning, intensive reading, extensive reading, and critical reading, each serving distinct purposes and methods. Finding a balance between reading speed and comprehension is crucial, with techniques such as chunking, previewing, and practice aiding in improving speed without sacrificing understanding.

A proficient reader exhibits several key characteristics, including voracious curiosity, active engagement, adaptability, critical thinking, metacognitive awareness, and a commitment to lifelong learning. Embracing reading as a continuous journey of discovery and personal growth empowers individuals to become discerning thinkers, lifelong learners, and effective communicators.

Join us as we unravel the multifaceted nature of reading comprehension, from its significance to its practical applications, equipping you with the tools to navigate an increasingly complex world. Let us embark on this enriching journey together, embracing the transformative power of reading comprehension.

The Unit will cover the following key points

1. Significance of reading comprehension in effective communication and intellectual enrichment.
2. Various types of reading and their distinct purposes and approaches.
3. Strategies for improving reading speed without sacrificing comprehension.
4. Characteristics of proficient readers and the importance of cultivating a reading habit for educators and students.

7.1 Objectives

The objectives of this unit are to enable students to:

- **Understand the importance of reading** in language development and lifelong learning.
- **Cultivate regular reading habits** to improve comprehension, vocabulary, and critical thinking.
- **Identify different purposes and types of reading** such as skimming, scanning, and intensive reading.
- **Enhance reading speed and fluency** without compromising comprehension.
- **Recognize the qualities of an effective reader** and apply strategies to become one.

7.2 Importance of Reading

Reading is the gateway to knowledge, enlightenment, and personal growth. It transcends boundaries, cultures, and epochs, offering a window into diverse perspectives and ideas. Proficient reading fosters critical thinking, enhances vocabulary, and augments cognitive abilities. Moreover, it stimulates imagination and creativity, making it an indispensable tool for both academic and personal development.

7.3 Importance of Reading Habit

For teachers, cultivating a reading habit not only enriches their knowledge base but also serves as a model for students. It imbues educators with fresh insights, innovative teaching strategies, and a deeper understanding of diverse subjects. Similarly, for students, developing a reading habit nurtures intellectual curiosity, fosters analytical skills, and enhances academic performance across disciplines.

7.4 Purpose of Reading

The purpose of reading encompasses several key components, each contributing to a multifaceted engagement with the text:

i. Comprehension: At its core, reading aims to facilitate understanding. This involves not only decoding the words on the page but also comprehending the meaning conveyed by the author. Comprehension enables readers to extract information, grasp concepts, and follow the narrative or argument presented in the text. It forms the foundation upon which further cognitive processes, such as analysis and interpretation, are built.

ii. Analysis: Reading entails more than passive consumption; it requires active engagement and critical thinking. Analysis involves breaking down the text into its constituent parts, examining the structure, language, and evidence presented by the author. Readers must discern patterns, identify underlying themes, and evaluate the logic and coherence of the arguments presented. Through analysis, readers can uncover deeper insights, identify implicit assumptions, and develop a more nuanced understanding of the text.

iii. Interpretation: Beyond surface-level comprehension, reading often involves interpreting the meaning behind the text. Interpretation requires readers to consider the author's intent, context, and perspective, as well as their own background knowledge and experiences. Readers may explore the underlying themes, symbols, and motifs present in the text, considering how they contribute to the overall message or purpose. Interpretation allows readers to engage with the text on a deeper level, uncovering layers of meaning and nuance that may not be immediately apparent.

iv. Synthesis: In today's information-rich environment, readers are often confronted with a multitude of sources and viewpoints on a given topic. Synthesizing information involves integrating ideas from multiple sources, identifying commonalities and differences, and constructing a coherent understanding of the subject matter. Readers must critically evaluate the reliability and credibility of sources, weigh conflicting evidence, and construct their own interpretations and arguments based on the available information. Synthesis enables readers to form informed opinions, make connections between disparate ideas, and contribute to ongoing intellectual discourse.

Overall, the purpose of reading extends far beyond mere information acquisition. It involves actively engaging with the text to comprehend, analyze, interpret, and synthesize ideas, ultimately leading to a deeper understanding, critical thinking, and broader knowledge base. Through reading, individuals can expand their horizons, develop empathy and perspective-taking skills, and become more informed and engaged members of society.

Check Your Progress

1. What is the primary aim of comprehension in reading?
 - a) Decoding the words on the page
 - b) Extracting information and understanding the author's meaning
 - c) Identifying underlying themes and symbols
 - d) Evaluating the credibility of sources
2. What does analysis involve in the context of reading?
 - a) Identifying underlying themes and symbols
 - b) Evaluating the credibility of sources
 - c) Breaking down the text and examining its structure and language
 - d) Synthesizing information from multiple sources
3. Which cognitive process goes beyond surface-level comprehension and explores the deeper meaning behind the text?
 - a) Comprehension
 - b) Analysis
 - c) Interpretation
 - d) Synthesis
4. What does synthesis entail in the context of reading?
 - a) Extracting information and understanding the author's meaning
 - b) Breaking down the text and examining its structure and language
 - c) Integrating ideas from multiple sources and constructing a coherent understanding
 - d) Identifying underlying themes and symbols
5. How does interpretation contribute to the reading process?
 - a) By decoding the words on the page
 - b) By actively engaging with the text and considering the author's intent and context
 - c) By synthesizing information from multiple sources

d) By evaluating the credibility of sources 6. What is the overall purpose of reading, as described in the passage? a) Mere information acquisition b) Developing empathy and perspective-taking skills c) Actively engaging with the text to comprehend, analyze, interpret, and synthesize ideas d) Contributing to ongoing intellectual discourse
Answer Key: 1. b) Extracting information and understanding the author's meaning 2. c) Breaking down the text and examining its structure and language 3. c) Interpretation 4. c) Integrating ideas from multiple sources and constructing a coherent understanding 5. b) By actively engaging with the text and considering the author's intent and context 6. c) Actively engaging with the text to comprehend, analyze, interpret, and synthesize ideas

7.5 Types of Reading

Reading can be classified into various types based on purpose and approach:

Skimming: Rapid reading to grasp the main idea or overview.

Purpose: Skimming involves rapidly reading through a text to grasp the main idea or get an overview of its content.

Technique: Readers often focus on headings, subheadings, topic sentences, and key words to quickly understand the general theme or argument of the text.

Usage: Skimming is useful when time is limited or when one needs to determine the relevance of a text to their research or interests.

Scanning: Quick scanning for specific information or keywords.

Purpose: Scanning is a quick reading technique used to locate specific information or keywords within a text.

Technique: Readers scan through the text at a faster pace, looking for particular words, phrases, or numbers that match their search criteria.

Usage: Scanning is beneficial when seeking particular details in a text, such as finding a specific date, name, statistic, or piece of information.

Intensive Reading: Detailed reading to comprehend complex texts thoroughly.

Purpose: Intensive reading involves a detailed examination of a text to comprehend its content thoroughly.

Technique: Readers engage deeply with the text, paying close attention to each word, sentence structure, and paragraph to gain a comprehensive understanding.

Usage: Intensive reading is essential for comprehending complex or challenging texts, such as academic articles, technical manuals, or literature requiring in-depth analysis.

Extensive Reading: Leisurely reading for pleasure and broadening horizons.

Purpose: Extensive reading is leisurely reading done for pleasure and to broaden one's knowledge and understanding of various topics.

Technique: Readers read at a comfortable pace, focusing on enjoyment rather than detailed comprehension.

Usage: Extensive reading helps improve vocabulary, language fluency, and cultural awareness, and it can include reading novels, magazines, newspapers, or online articles.

Critical Reading: Analytical reading to evaluate arguments, detect biases, and form reasoned opinions.

Purpose: Critical reading involves analyzing and evaluating a text to understand its argument, identify biases, and form reasoned opinions.

Technique: Readers actively engage with the text, questioning its assumptions, evaluating evidence, and considering alternative perspectives.

Usage: Critical reading is crucial for academic research, media literacy, and making informed decisions, as it helps readers develop discernment and skepticism towards information sources.

Each type of reading serves a specific purpose and requires different strategies and skills to effectively engage with the text. Mastering these types of reading can enhance overall comprehension and critical thinking abilities.

1. What is the primary purpose of skimming?
 - A) To deeply analyze a text
 - B) To quickly grasp the main idea of a text
 - C) To locate specific information within a text
 - D) To read leisurely for pleasure
2. Which reading technique involves searching for specific keywords or information within a text?
 - A) Skimming
 - B) Scanning
 - C) Intensive reading
 - D) Extensive reading
3. What is the main goal of intensive reading?
 - A) To read leisurely for pleasure
 - B) To locate specific information within a text
 - C) To deeply examine and comprehend a text
 - D) To quickly grasp the main idea of a text
4. What distinguishes extensive reading from other types of reading?

A) It involves analyzing and evaluating a text B) It focuses on questioning assumptions and biases C) It is done at a comfortable pace for pleasure and broadening knowledge D) It requires paying close attention to each word and sentence structure 5. Which type of reading is essential for developing discernment and skepticism towards information sources? A) Skimming B) Scanning C) Critical reading D) Intensive reading
Answer Key: 1. B) To quickly grasp the main idea of a text 2. B) Scanning 3. C) To deeply examine and comprehend a text 4. C) It is done at a comfortable pace for pleasure and broadening knowledge 5. C) Critical reading

7.6 Speed of Reading

Significance:

- Speed is a component of efficient reading but should not compromise comprehension.
- Finding a balance between speed and understanding is crucial for effective reading.

Techniques for Improving Reading Speed:

- **Chunking:** Breaking down text into smaller, manageable chunks for quicker processing.
- **Previewing:** Scanning headings, subheadings, and summaries before reading to gain an overview.
- **Practice:** Regular reading practice to enhance reading fluency and speed.

Importance of Comprehension:

- Emphasize that comprehension is the essence of effective reading.
- Understanding the material is paramount for retaining and applying knowledge gained through reading.

Balancing Speed and Understanding:

- Encourage readers to prioritize comprehension over speed.
- Advise on strategies to maintain comprehension while increasing reading speed.

Application in Different Types of Reading:

- Discuss how different types of reading may require varying speeds.
- For example, skimming and scanning may require faster reading speeds, while intensive reading may necessitate slower, more deliberate reading.

Continuous Improvement:

- Emphasize the importance of ongoing practice and refinement of reading speed.
- Readers should continuously assess and adjust their reading speed based on the material and their comprehension levels.

Overall Message:

- While speed is important, comprehension should always be the primary goal in reading.
- Readers should be encouraged to develop a balanced approach that prioritizes both speed and understanding for effective reading comprehension.

Check Your Progress

1. What is one technique for improving reading speed mentioned in the passage?
 - a) Rereading passages multiple times
 - b) Previewing headings and summaries before reading
 - c) Reading only during specific times of the day
 - d) Avoiding chunking of text
2. What is the significance of finding a balance between speed and understanding in reading?
 - a) Speed is the sole determinant of reading efficiency
 - b) Comprehension should always be sacrificed for speed
 - c) Both speed and understanding are crucial for effective reading
 - d) Understanding is irrelevant in efficient reading
3. Which type of reading might require faster reading speeds?
 - a) Intensive reading
 - b) Skimming
 - c) Deliberate reading
 - d) Comprehension-based reading
4. What is emphasized as the essence of effective reading?
 - a) Speed
 - b) Comprehension
 - c) Previewing
 - d) Chunking
5. What is encouraged regarding the balance between speed and understanding?
 - a) Prioritizing speed over comprehension
 - b) Ignoring comprehension altogether
 - c) Prioritizing comprehension over speed
 - d) Avoiding reading practice
6. What is the importance of ongoing practice in reading speed improvement?
 - a) It is unnecessary
 - b) It is crucial for continuous improvement
 - c) It hinders reading comprehension
 - d) It only benefits skimming and scanning
7. What is the overall message regarding reading speed and comprehension?
 - a) Speed is the ultimate goal in reading

- b) Comprehension should be disregarded for speed
- c) Both speed and understanding are important, with comprehension being the primary goal
- d) Reading practice has no impact on comprehension levels

Answer Key:

1. b) Previewing headings and summaries before reading
2. c) Both speed and understanding are crucial for effective reading
3. b) Skimming
4. b) Comprehension
5. c) Prioritizing comprehension over speed
6. b) It is crucial for continuous improvement
7. c) Both speed and understanding are important, with comprehension being the primary goal

7.6 Characteristics of a Good Reader

A proficient reader exhibits several key characteristics, including:

Voracious Curiosity:

- Demonstrates a genuine interest in exploring diverse topics and perspectives.
- Exhibits eagerness to delve into various genres and subjects, fostering a love for learning.
- A genuine interest in exploring diverse topics and perspectives.

Active Engagement:

- Interacting with the text through questioning, reflection, and analysis.
- Interacts with the text by asking questions, reflecting on the content, and analyzing its significance.
- Actively seeks connections between the text and personal experiences or prior knowledge, enhancing comprehension.

Adaptability:

- Adjusting reading strategies based on the text's complexity and purpose.
- Adjusts reading strategies according to the complexity and purpose of the text.
- Utilizes different approaches such as skimming for overview or intensive reading for in-depth understanding as appropriate.

Critical Thinking:

- Evaluating arguments, identifying biases, and synthesizing information.
- Evaluates arguments presented in the text, discerning validity and detecting biases or fallacies.
- Engages in synthesizing information from multiple sources to form well-reasoned opinions or conclusions.

Metacognitive Awareness:

- Monitoring comprehension, identifying comprehension gaps, and employing appropriate strategies to enhance understanding.
- Monitors comprehension while reading, identifying areas of confusion or misunderstanding.
- Implements appropriate strategies, such as re-reading or seeking clarification, to enhance understanding and address comprehension gaps.

Lifelong Learning:

- Viewing reading as a continuous journey of discovery and personal growth.
- Views reading as a continuous journey of discovery and personal growth rather than a mere task.
- Embraces reading as a means to stay informed, expand horizons, and cultivate intellectual curiosity throughout life.

Empathy:

- Demonstrates empathy by putting oneself in the shoes of characters or understanding diverse perspectives portrayed in the text.
- Develops a deeper connection with the content and enhances emotional intelligence through empathetic reading.

Organization:

- Utilizes effective note-taking, annotation, or summarization techniques to organize thoughts and key information while reading.
- Enhances comprehension by structuring ideas and identifying main points for future reference or analysis.

Versatility:

- Exhibits versatility in reading various forms of literature, including fiction, non-fiction, academic texts, and digital media.

- Adapts reading skills to different mediums and genres, fostering a well-rounded understanding of diverse literary styles and formats.

Reflective Practice:

- Engages in reflective reading practices by contemplating the implications of the text on personal beliefs, values, and experiences.
- Incorporates insights gained from reading into personal growth and development, fostering self-awareness and introspection.

Collaboration:

- Participates in book clubs, discussion groups, or collaborative reading activities to share interpretations, insights, and perspectives with others.
- Benefits from diverse viewpoints and collective analysis, enriching the reading experience and expanding understanding through collaboration.

These characteristics collectively contribute to the development of a proficient reader who not only comprehends texts effectively but also derives meaningful insights and fosters a lifelong love for reading.

Check Your Progress

1. Which characteristic of a good reader involves actively seeking connections between the text and personal experiences or prior knowledge?
 - A) Voracious Curiosity
 - B) Active Engagement
 - C) Adaptability
 - D) Critical Thinking
2. What does a reader do when demonstrate metacognitive awareness?
 - A) Engage in reflective reading practices
 - B) Monitor comprehension while reading
 - C) Participate in collaborative reading activities
 - D) Utilize effective note-taking techniques
3. Which characteristic involves adjusting reading strategies based on the complexity and purpose of the text?
 - A) Empathy
 - B) Reflective Practice
 - C) Adaptability
 - D) Organization
4. What does a good reader do to enhance comprehension by structuring ideas and identifying main points for future reference or analysis?
 - A) Active Engagement
 - B) Versatility
 - C) Organization
 - D) Lifelong Learning
5. Which characteristic involves embracing reading as a continuous journey of discovery and personal growth?
 - A) Lifelong Learning

- B) Versatility - C) Reflective Practice - D) Collaboration 6. When evaluating arguments presented in the text, what is a reader discerning? - A) Validity - B) Empathy - C) Versatility - D) Organization 7. What does a proficient reader do to foster a deeper connection with the content and enhance emotional intelligence? - A) Active Engagement - B) Empathy - C) Collaboration - D) Critical Thinking
Answer Key: 1. B) Active Engagement 2. B) Monitor comprehension while reading 3. C) Adaptability 4. C) Organization 5. A) Lifelong Learning 6. A) Validity 7. B) Empathy

In conclusion, reading comprehension is not merely a skill but a gateway to intellectual enrichment and personal empowerment. By fostering a reading culture, educators can equip themselves and their students with the tools to navigate an increasingly complex world. Embracing the multifaceted nature of reading, from skimming to critical analysis, empowers individuals to become discerning thinkers, lifelong learners, and effective communicators.

7.7 Summary

Reading comprehension plays its pivotal role in fostering intellectual enrichment and personal empowerment. Reading is a gateway to knowledge, critical thinking, and personal growth. Both educators and students benefit from cultivating a reading habit, gaining fresh insights and enhancing analytical skills.

Reading serves diverse purposes, including comprehension, analysis, and synthesis of ideas, across various types such as skimming, scanning, intensive reading, extensive reading, and critical reading. While reading speed is important, comprehension should always remain the primary focus.

Proficient readers exhibit characteristics such as voracious curiosity, active engagement, adaptability, critical thinking, metacognitive awareness, and a commitment to lifelong learning. By embracing the multifaceted nature of reading, individuals become discerning thinkers, lifelong learners, and effective communicators, equipped to navigate an

increasingly complex world. Through fostering a reading culture, educators play a crucial role in shaping individuals who are prepared to thrive in today's interconnected society.

7.8 Glossary

Intricacies: complex details or elements of something

Proficient: skilled, competent, adept

Augments: increases, enhances, adds to

Indispensable: essential, necessary, crucial

Cultivating: nurturing, fostering, developing

Intellectual curiosity: desire to learn, inquisitiveness about knowledge

Synthesis: combination, integration, amalgamation

Voracious: eager, insatiable, avid

Adaptability: flexibility, versatility, adjustability

Metacognitive: relating to awareness and understanding of one's own thought processes

Multifaceted: having many aspects or facets, complex

Gateway: entrance, access point, portal

Comprehension: understanding, grasp, interpretation

Imbues: instills, infuses, inspires

Horizons: perspectives, outlooks, breadth of understanding

Discerning: perceptive, insightful, judicious

Enrichment: enhancement, improvement, enrichment

7.9 Learning Outcomes

After completing this unit, students will be able to:

- **Explain the significance of reading** as a skill for academic and personal growth.
- **Demonstrate regular reading habits** that enhance comprehension and retention.
- **Differentiate between various types of reading** and select appropriate strategies for each.
- **Improve their reading speed** while maintaining accuracy and understanding.
- **Identify the characteristics of a good reader** and apply them in practice.
- **Read, analyze, and interpret texts effectively** for diverse academic and real-life purposes.

7.10 Model Examination Questions

Multiple Choice Questions

1. What is the primary focus of the chapter on reading comprehension?

- a) Enhancing writing skills

- b) Exploring different languages
 - c) Understanding the intricacies of reading comprehension
 - d) Analyzing mathematical concepts
2. According to the text, why is reading considered essential for personal growth?
- a) It helps in memorization of facts
 - b) It fosters critical thinking and enhances vocabulary
 - c) It limits one's imagination and creativity
 - d) It restricts exposure to diverse perspectives
3. How does developing a reading habit benefit teachers?
- a) It hinders innovative teaching strategies
 - b) It limits educators' understanding of diverse subjects
 - c) It enriches their knowledge base and provides fresh insights
 - d) It encourages a narrow-minded approach to teaching
4. What is the purpose of intensive reading?
- a) Rapid reading to grasp the main idea
 - b) Detailed reading to comprehend complex texts thoroughly
 - c) Leisurely reading for pleasure
 - d) Analytical reading to evaluate arguments
5. Which reading type involves quick scanning for specific information or keywords?
- a) Skimming
 - b) Scanning
 - c) Intensive Reading
 - d) Extensive Reading
6. What should be the primary focus when improving reading speed?
- a) Sacrificing comprehension for speed
 - b) Finding a balance between speed and understanding
 - c) Ignoring comprehension altogether
 - d) Prioritizing speed over comprehension
7. What characteristic does a proficient reader demonstrate through questioning, reflection, and analysis?
- a) Voracious curiosity
 - b) Active engagement
 - c) Adaptability
 - d) Critical thinking

8. Which type of reading involves leisurely reading for pleasure and broadening horizons?
- a) Skimming
 - b) Scanning
 - c) Intensive Reading
 - d) Extensive Reading
9. What is an essential aspect of critical reading?
- a) Memorizing key details
 - b) Ignoring biases in the text
 - c) Evaluating arguments and detecting biases
 - d) Avoiding synthesis of information
10. What technique can help improve reading speed without sacrificing comprehension?
- a) Ignoring practice
 - b) Prioritizing speed over understanding
 - c) Chunking, previewing, and practice
 - d) Disregarding comprehension gaps
11. What characteristic of a good reader involves adjusting reading strategies based on the text's complexity and purpose?
- a) Voracious curiosity
 - b) Active engagement
 - c) Adaptability
 - d) Critical thinking
12. How does metacognitive awareness contribute to effective reading?
- a) It limits comprehension
 - b) It monitors comprehension and identifies gaps
 - c) It encourages passive reading
 - d) It restricts the use of reading strategies
13. What does lifelong learning entail for a proficient reader?
- a) Viewing reading as a continuous journey of discovery and personal growth
 - b) Limiting reading to academic texts only
 - c) Avoiding diverse topics and perspectives
 - d) Disregarding the importance of intellectual curiosity
14. Which type of reading involves analytical reading to evaluate arguments, detect biases, and form reasoned opinions?
- a) Skimming

- b) Scanning
 - c) Intensive Reading
 - d) Extensive Reading
15. How does reading comprehension contribute to personal empowerment?
- a) By limiting exposure to diverse perspectives
 - b) By fostering critical thinking and intellectual enrichment
 - c) By discouraging creativity and imagination
 - d) By focusing solely on memorization of facts
16. What is the ultimate goal of reading, according to the chapter?
- a) Memorizing information
 - b) Extracting key details
 - c) Comprehending, evaluating, and applying acquired knowledge
 - d) Avoiding analysis and interpretation
17. Which type of reading involves rapid reading to grasp the main idea or overview?
- a) Skimming
 - b) Scanning
 - c) Intensive Reading
 - d) Extensive Reading

Short Answer Type Questions

1. What is the significance of reading comprehension in effective communication?
2. How does reading transcend boundaries, cultures, and epochs?
3. What are some benefits of proficient reading?
4. How does cultivating a reading habit benefit teachers?
5. What are the advantages of developing a reading habit for students?
6. What does the purpose of reading encompass?
7. List three types of reading based on purpose and approach.
8. How should one balance speed and comprehension in reading?
9. Name three techniques to improve reading speed without sacrificing comprehension.
10. What are three characteristics of a proficient reader?
11. Define "voracious curiosity" in the context of reading.
12. How does a good reader engage with the text?
13. Why is adaptability important for effective reading?
14. Describe the concept of metacognitive awareness in reading.

15. What does lifelong learning entail in the context of reading?
16. Summarize the conclusion of the chapter on reading comprehension.

Long Answer Type Questions

1. Explain the importance of reading in personal growth and enlightenment, citing examples.
2. How does cultivating a reading habit influence educators' teaching strategies and understanding of diverse subjects?
3. Discuss the various purposes of reading and provide examples for each.
4. Compare and contrast skimming and scanning as types of reading.
5. Analyze the significance of comprehension in reading, giving examples.
6. Describe the characteristics of a good reader and their role in effective reading.
7. Explain how speed can affect comprehension in reading and discuss strategies to find a balance.
8. Discuss the importance of critical reading skills in evaluating arguments and forming opinions.
9. How does metacognitive awareness contribute to enhancing reading comprehension?
10. Reflect on the idea of lifelong learning in the context of reading and personal growth.
11. Evaluate the role of educators in fostering a reading culture and empowering students through reading comprehension skills.

Answer Key of MCQs:

1. c) Understanding the intricacies of reading comprehension
2. b) It fosters critical thinking and enhances vocabulary
3. c) It enriches their knowledge base and provides fresh insights
4. b) Detailed reading to comprehend complex texts thoroughly
5. b) Scanning
6. b) Finding a balance between speed and understanding
7. d) Critical thinking
8. d) Extensive Reading
9. c) Evaluating arguments and detecting biases
10. c) Chunking, previewing, and practice
11. c) Adaptability
12. b) It monitors comprehension and identifies gaps
13. a) Viewing reading as a continuous journey of discovery and personal growth
14. c) Intensive Reading

- 15. b) By fostering critical thinking and intellectual enrichment
- 16. c) Comprehending, evaluating, and applying acquired knowledge
- 17. a) Skimming

7.11 Suggested Reading Materials

1. Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
2. Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Washington, DC: National Institute of Education.
3. Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
4. Block, C. C., & Pressley, M. (Eds.). (2007). *Comprehension instruction: Research-based best practices*. New York, NY: Guilford Press.
5. Chall, J. S. (2000). *The academic achievement challenge: What really works in the classroom?* New York, NY: Guilford Press.
6. Duke, N. K., & Pearson, P. D. (Eds.). (2002). *Effective practices for developing reading comprehension*. New York, NY: Guilford Press.
7. Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167-188.
8. Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching, preK-8*. Portsmouth, NH: Heinemann.
9. Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. *Handbook of Reading Research*, 3, 403-422.
10. Hirsch, E. D. (2003). Reading comprehension requires knowledge—of words and the world: Scientific insights into the fourth-grade slump and the nation's stagnant comprehension scores. *American Educator*, 27(1), 10-29.
11. Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE #2008-4027)*. Washington, DC: National Center for Education Evaluation and Regional Assistance.
12. National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific*

- research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
13. Pearson, P. D., & Duke, N. K. (2002). *Comprehension instruction in action: A comprehensive approach to teaching reading comprehension strategies*. New York, NY: Guilford Press.
 14. Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York, NY: Guilford Press.
 15. Rasinski, T., Padak, N., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., & Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent & Adult Literacy*, 49(1), 22-27.
 16. Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
 17. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
 18. Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). *Beating the odds in teaching all children to read*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
 19. Tompkins, G. E. (2013). *Literacy for the 21st century: A balanced approach* (6th ed.). Upper Saddle River, NJ: Pearson Education.
 20. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
 21. Walczyk, J. J., Griffith-Ross, D. A., & Haplin, A. V. (2014). *Practical applications of reading research*. New York, NY: Routledge.
 22. Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 315–327). New York, NY: Macmillan.
 23. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
 24. Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, 30(4), 39-45.

Unit 8: Writing Skills*

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Definition of Writing Skills
- 8.3 Objectives of Writing Skills
- 8.4 Importance of Writing Skills
- 8.5 Writing a Paragraph
- 8.6 Letter Writing: Formal and Informal
- 8.7 Writing Invitations
- 8.8 Writing a Resume
- 8.9 Writing Notices and Announcements
- 8.10 Report Writing
- 8.11 How to Develop Writing Skills
- 8.12 Summary
- 8.13 Glossary
- 8.14 Learning Outcomes
- 8.15 Model Examination Questions
- 8.16 Suggested Reading Materials

8.0 Introduction

In the journey towards becoming effective educators, student teachers must equip themselves with a diverse array of skills, among which writing skills hold a paramount position. This Unit endeavors to provide a comprehensive understanding and practical strategies to sharpen the art of writing. From mastering the intricacies of paragraph construction to crafting compelling resumes, this chapter encompasses various facets essential for effective written communication.

This Unit delves into various forms of writing, unraveling the intricacies of each. From mastering the art of paragraph writing, where ideas are elegantly articulated and structured, to navigating the nuances of formal and informal letter writing, where tone and format play pivotal roles, each section offers invaluable insights into honing specific writing skills. It also deals with writing invitations, reports and notices etc.

8.1 Objectives

The objectives of this unit are to enable students to:

- Understand the importance of writing skills in academic, professional, and personal contexts.

* Prof. Siddiqui Mohd. Mahmood, Senior Professor, Department of Education and Training, MANUU

- Develop the ability to write different forms of written communication such as paragraphs, letters, resumes, invitations, notices, announcements, and reports.
- Apply correct language, structure, and style while writing for various purposes.
- Practice strategies for improving writing skills through regular exercises and feedback.

8.2 Definition of Writing Skills

i. Communication Proficiency: Writing skills refer to the ability to effectively convey ideas, information, and thoughts using written language as a medium of communication. It encompasses the proficiency to articulate concepts, express emotions, and disseminate knowledge through coherent and structured written content.

ii. Clarity and Precision: Writing skills entail the capacity to communicate with clarity and precision, ensuring that the intended message is easily comprehensible to the reader. This involves the skillful selection and arrangement of words, phrases, and sentences to convey meaning accurately and distinctly.

iii. Organization and Structure: Effective writing skills involve the adept organization and structuring of written material to facilitate understanding and coherence. This includes the ability to arrange ideas logically, present arguments cohesively, and maintain a systematic flow of information within the text.

iv. Grammar and Syntax Mastery: Writing skills necessitate a sound command of grammar, syntax, and language conventions to ensure grammatical accuracy and syntactical coherence in written communication. Proficiency in grammar enables writers to construct grammatically correct sentences and avoid syntactical errors that may impede clarity and comprehension.

v. Vocabulary Selection and Usage: Writing skills encompass the judicious selection and usage of vocabulary to convey nuances of meaning, evoke imagery, and engage the reader effectively. A rich and varied vocabulary enhances the expressiveness and impact of written communication, enabling writers to articulate ideas with precision and eloquence.

vi. Audience Awareness and Adaptation: Writing skills entail the ability to tailor written communication to suit the needs, preferences, and expectations of the intended audience. This involves understanding the demographics, interests, and knowledge level of the readership and adapting the tone, style, and content of the writing accordingly to engage and resonate with the audience.

vii. Critical Thinking and Analysis: Writing skills involve the application of critical thinking and analytical skills to evaluate information, synthesize ideas, and construct coherent arguments or narratives. Proficient writers demonstrate the capacity to analyze complex issues,

formulate cogent arguments, and support assertions with evidence and reasoning in their written work.

viii. Creativity and Originality: Writing skills encompass the ability to generate creative and original ideas, perspectives, and expressions in written form. This involves harnessing imagination, innovation, and ingenuity to produce unique and engaging content that captivates the reader's interest and imagination.

ix. Revision and Editing Proficiency: Writing skills include the capacity to revise, edit, and refine written material to enhance clarity, coherence, and effectiveness. Proficient writers engage in rigorous revision and editing processes to polish their work, eliminate errors, improve readability, and ensure adherence to stylistic conventions and standards.

x. Adaptability and Versatility: Writing skills involve the flexibility and adaptability to employ different writing styles, genres, and formats to suit various communication purposes and contexts. Proficient writers demonstrate versatility in adapting their writing style, tone, and approach to meet the requirements of different genres, audiences, and mediums.

In essence, writing skills encompass a multifaceted set of abilities that enable individuals to communicate effectively, express ideas cogently, and engage readers proficiently through written language. Mastering writing skills is fundamental for academic success, professional advancement, and personal fulfillment in various spheres of life.

8.3 Objectives of Writing Skills

1. To understand the components of a well-structured paragraph.
2. To differentiate between formal and informal letter writing styles.
3. To develop proficiency in writing invitations for various events.
4. To craft a professional resume highlighting relevant skills and experiences.
5. To understand the purpose and structure of notices and announcements.
6. To comprehend the components of a report and its significance in conveying research findings.
7. To practice writing skills through regular exercises and assignments.
8. To seek and utilize feedback for continuous improvement in writing abilities.
9. To broaden vocabulary and writing style through extensive reading.
10. To participate in writing workshops or courses for skill enhancement.
11. To understand the significance of writing skills in academic and professional contexts.

8.4 Importance of Writing Skills

i. Enhanced Communication:

- Writing skills enable individuals to express their thoughts, ideas, and emotions clearly and precisely, fostering effective communication.
- Clear written communication is essential in various contexts, including professional correspondence, academic assignments, and personal interactions.

ii. Academic Success:

- Proficient writing skills are crucial for academic achievement, as students must effectively communicate their knowledge and ideas through essays, research papers, and presentations.
- Strong writing skills contribute to higher grades, improved comprehension of course material, and academic success across all disciplines.

iii. Professional Advancement:

- In the professional world, writing skills are highly valued by employers across industries.
- Employees with strong writing skills are often entrusted with tasks such as proposal writing, client communications, and documentation, contributing to their career advancement and success.

iv. Critical Thinking and Problem-Solving:

- Writing involves critical thinking and analytical skills, as individuals must organize their thoughts logically, evaluate evidence, and draw meaningful conclusions.
- Through writing, individuals develop problem-solving abilities as they tackle complex ideas and synthesize information to formulate coherent arguments or solutions.

v. Professional Credibility and Reputation:

- Clear and well-written communication enhances professional credibility and fosters trust with clients, colleagues, and stakeholders.
- Professionals who can communicate effectively through written mediums are perceived as competent, reliable, and trustworthy, enhancing their standing within their field or industry.

vi. Global Reach and Influence:

- Writing provides a platform for individuals to reach a global audience and exert influence beyond geographical boundaries.

- Blogs, articles, and social media posts enable individuals to share their perspectives, ideas, and expertise with diverse audiences worldwide, driving social change and innovation.

vii. Effective Persuasion:

- Strong writing skills enable individuals to craft persuasive arguments and influence others' opinions and actions.
- Whether in marketing campaigns, advocacy efforts, or policy proposals, effective writing can sway attitudes, motivate action, and achieve desired outcomes.

viii. Attention to Detail:

- Writing requires attention to detail in grammar, punctuation, spelling, and formatting to convey professionalism and credibility.
- Meticulous attention to detail in writing enhances the clarity and readability of the text, ensuring that messages are conveyed accurately and effectively.

ix. Versatility and Adaptability:

- Strong writing skills enable individuals to adapt their communication style to various audiences, purposes, and mediums.
- Whether crafting formal reports, casual emails, or persuasive presentations, adept writers can tailor their language and tone to suit the context and audience.

x. Documentation and Record-Keeping:

- Writing skills are essential for documenting information, recording observations, and maintaining accurate records in professional settings.
- From meeting minutes and project reports to legal documents and research findings, proficient writing ensures clarity, accuracy, and reliability in documentation.

8.5 Writing a Paragraph

Writing a paragraph involves several key components and considerations to ensure clarity, coherence, and effectiveness in conveying ideas. Here is a detailed breakdown of how to write a paragraph:

i. Understanding the Purpose:

- Before writing a paragraph, it's essential to understand its purpose. Whether it's to inform, persuade, describe, or narrate, clarity on the objective guides the content and structure.

ii. Topic Sentence:

- Start the paragraph with a clear and concise topic sentence that introduces the main idea or argument. This sentence acts as a guide for the reader, outlining what the paragraph will discuss.

iii. Supporting Sentences:

- After the topic sentence, provide supporting sentences that expand on the main idea. These sentences provide evidence, examples, or explanations to support the topic sentence and strengthen the paragraph's overall argument or message.

iv. Unity and Coherence:

- Ensure that all supporting sentences relate directly to the main idea expressed in the topic sentence. This maintains unity within the paragraph. Additionally, use transitional words and phrases to create coherence and smoothly transition between ideas.

v. Concluding Sentence:

- End the paragraph with a concluding sentence that summarizes the main points and reinforces the paragraph's central idea. This sentence should provide closure and transition to the next paragraph if applicable.

vi. Length and Structure:

- While there is no strict rule on paragraph length, aim for a balance between brevity and depth. Typically, a paragraph consists of three to five sentences, but this can vary based on the complexity of the topic and the depth of discussion required.

vii. Clarity and Conciseness:

- Keep the language clear, concise, and free from unnecessary repetition or ambiguity. Use precise vocabulary and avoid jargon or overly complex language that may obscure the meaning.

viii. Revision and Editing:

- After drafting the paragraph, revise it for clarity, coherence, and effectiveness. Check for grammatical errors, awkward phrasing, and ensure that each sentence contributes meaningfully to the paragraph's purpose.

ix. Audience Consideration:

- Tailor the tone, style, and level of formality of the paragraph to suit the intended audience. Consider their background knowledge, interests, and expectations to effectively engage them with the content.

x. Practice and Feedback:

- Like any skill, writing paragraphs improves with practice. Experiment with different writing styles, structures, and approaches to develop your proficiency. Seek feedback from peers, mentors, or instructors to identify areas for improvement and refine your writing technique.

By following these guidelines, we can craft well-structured and cohesive paragraphs that effectively communicate our ideas and engage our readers.

Check Your Progress

1. What is the purpose of understanding the objective before writing a paragraph?

- A) To determine the length of the paragraph
- B) To guide the content and structure of the paragraph
- C) To choose transitional words and phrases
- D) To revise and edit the paragraph effectively

2. What do supporting sentences do in a paragraph?

- A) Introduce the main idea
- B) Conclude the paragraph
- C) Expand on the main idea with evidence or explanation
- D) Transition between paragraphs

3. What is the purpose of a concluding sentence in a paragraph?

- A) To introduce the main idea
- B) To provide examples and evidence
- C) To summarize the main points and reinforce the central idea
- D) To transition to the next paragraph

4. Why is it important to revise and edit a paragraph after drafting?

- A) To determine the purpose of the paragraph
- B) To tailor the paragraph to the audience
- C) To check for grammatical errors and ensure clarity and coherence
- D) To provide closure to the paragraph

Answer Key:

1. B) To guide the content and structure of the paragraph

2. C) Expand on the main idea with evidence or explanation

4. C) To summarize the main points and reinforce the central idea

8.6 Letter Writing: Formal and Informal

a) Formal Letters:

i. Definition: Formal letters are written for official or professional communication purposes.

ii. Purpose: Used for job applications, business correspondence, complaints, inquiries, and official requests.

iii. Format:

- Sender's Address: Include your name, address, city, state, and zip code at the top right corner.

- Date: Write the date below the sender's address.

- Recipient's Address: Include the recipient's name, title (if applicable), company or organization name, address, city, state, and zip code on the left-hand side.

- Salutation: Begin with "Dear" followed by the recipient's title and last name (e.g., Dear Mr. Smith, Dear Dr. Johnson).

- Body Paragraphs: Clearly state the purpose of the letter in the opening paragraph, provide necessary details and information in subsequent paragraphs, and conclude with a call to action or a summary of the main points.

- Closing Remarks: End with a formal closing (e.g., Sincerely, Regards) followed by your name and signature.

iv. Language: Use formal language, avoid contractions, slang, and colloquial expressions.

v. Tone: Maintain a respectful and professional tone throughout the letter.

vi. Length: Keep the letter concise and to the point, typically no longer than one page.

Examples: Examples include job application letters, cover letters, business proposals, complaint letters, and formal invitations.

b) Informal Letters:

i. Definition: Informal letters are written for personal communication with friends, family, or acquaintances.

ii. Purpose: Used for staying in touch, sharing news, expressing gratitude, offering congratulations, or providing support.

3. Format:

- Sender's Address: Not always necessary, but can be included at the top right corner.

- Date: Write the date below the sender's address (if included).

- Recipient's Address: Not necessary for informal letters.

- Salutation: Begin with a casual greeting (e.g., Hi, Hello, Dear [first name]).

- Body Paragraphs: Share personal news, stories, or updates in a conversational tone. Use appropriate language and consider the relationship with the recipient.

- Closing Remarks: End with a friendly closing (e.g., Love, Best wishes, Take care) followed by your first name or a nickname.

iv. Language: Use conversational language, contractions, and expressions that reflect your relationship with the recipient.

v. Tone: Reflect your personality and the nature of your relationship with the recipient.

vi. Length: Can vary in length depending on the content and relationship, but generally shorter than formal letters.7. Examples: Examples include letters to friends, family members, pen pals, thank-you notes, and informal invitations.

In both formal and informal letters, it's important to consider the audience, purpose, and context to ensure effective communication. Additionally, proofread the letter for grammar, spelling, and punctuation errors before sending it.

Check Your Progress

1. Which of the following is NOT a characteristic of formal letters?

- A) Use of contractions and colloquial expressions
- B) Maintaining a respectful tone
- C) Including sender's and recipient's addresses
- D) Using formal language

2. When writing an informal letter, what is the appropriate way to start the salutation?

- A) Dear Mr. Smith
- B) Hi
- C) To Whom It May Concern
- D) Dear Sir/Madam

3. How should the closing remarks be formatted in a formal letter?

- A) End with a friendly closing and nickname
- B) Use a casual greeting followed by the first name
- C) Use a formal closing followed by the sender's name and signature
- D) Include personal anecdotes

Answer Key:

1. A) Use of contractions and colloquial expressions

2. B) Hi

3. C) Use a formal closing followed by the sender's name and signature

8.7 Writing Invitations

i. Introduction:

Invitations serve as a formal or informal request to individuals or groups to attend events, gatherings, or celebrations. Crafting an effective invitation involves considering various components and tailoring the tone to match the event's formality.

ii. Components of Invitations:

- **Event Details:** Clearly state the event's date, time, and venue to ensure recipients can plan accordingly.
- **Purpose:** Provide a brief description of the event or occasion, indicating its significance or reason for celebration.
- **RSVP Information:** Include instructions for responding to the invitation, specifying the preferred method and deadline for RSVPs.
- **Special Instructions:** If applicable, mention any dress code, parking arrangements, or other pertinent details to help guests prepare.

iii. Structure of Invitations:

- **Header:** Begin with a header containing the event's title or occasion, prominently displayed for emphasis.
- **Introduction:** Follow the header with a warm greeting or salutation to invite recipients cordially.
- **Event Details Section:** Dedicate a section to provide comprehensive information about the event, including date, time, venue, and purpose.
- **RSVP Section:** Clearly outline the preferred method for responding to the invitation, along with any deadlines or special considerations.
- **Closing:** Conclude the invitation with a polite closing remark, expressing anticipation of the recipient's attendance.

iv. Tailoring the Tone:

- **Formality:** Adjust the tone of the invitation to align with the formality of the event. Formal events require a more professional tone, while informal gatherings allow for a relaxed and friendly approach.
- **Language:** Use clear and concise language, avoiding jargon or overly complex terminology to ensure all recipients understand the invitation's content.

v. Example Invitations:

Formal Invitation:

[Header: Bold and Centered]

You're Invited!

[Introduction]

Dear Mr. and Mrs. Smith,

[Event Details Section]

We are honored to invite you to the annual Gala Dinner hosted by [Organization Name], which will take place on [Date] at [Time]. The event will be held at the prestigious [Venue], located at [Address].

[RSVP Section]

Kindly RSVP by [RSVP Deadline] by replying to this email or calling [Contact Number]. Your prompt response is appreciated.

[Closing]

We look forward to your esteemed presence at this special occasion.

Warm regards,

[Your Name]

[Your Title]

[Organization Name]

Informal Invitation:

[Header: Bold and Centered]

Join Us for a BBQ Bash!

[Introduction]

Hey there!

[Event Details Section]

You're invited to join us for a backyard BBQ bash to celebrate the summer season. The event will take place on [Date] starting at [Time] at our home, located at [Address].

[RSVP Section]

Please let us know if you can make it by [RSVP Deadline] by sending a quick text or giving us a call. We'd love to see you there!

[Closing]

Looking forward to some good food and great company!

Cheers,

[Your Name]

vi. Distribution:

- Method: Decide on the appropriate method for distributing the invitations, whether through traditional mail, email, social media platforms, or hand-delivery.

- Timing: Send out the invitations well in advance to give recipients ample time to respond and make necessary arrangements to attend.

Check Your Progress

1. What are the essential components of an invitation?
 - A) Header, Introduction, Event Details, RSVP Section, Closing
 - B) Header, Introduction, Venue Details, Dress Code, Closing
 - C) Header, Venue Details, RSVP Instructions, Special Instructions, Conclusion
 - D) Header, Introduction, Event Description, RSVP Information, Special Instructions
2. How should the tone of an invitation be adjusted based on the formality of the event?
 - A) Use formal language for all events
 - B) Keep the tone informal for all events
 - C) Adjust the tone to match the formality of the event
 - D) Use casual language for formal events
3. Which method is NOT mentioned for distributing invitations?
 - A) Traditional mail
 - B) Email
 - C) Social media platforms
 - D) Smoke signals
4. What is emphasized as crucial in crafting well-designed invitations?
 - A) Using complex terminology
 - B) Including vague details
 - C) Attention to detail and consideration of tone and audience
 - D) Sending invitations without RSVP instructions

Answer Key:

1. D) Header, Introduction, Event Description, RSVP Information, Special Instructions
2. C) Adjust the tone to match the formality of the event
3. D) Smoke signals
4. C) Attention to detail and consideration of tone and audience

vii. Conclusion:

Crafting well-designed invitations requires careful attention to detail and consideration of the event's tone and audience. By following a systematic approach and including relevant information, you can ensure that your invitations effectively convey the event's details and encourage recipients to participate.

8.8. Writing a Resume

i. Definition and Purpose:

A resume is not just a list of jobs; it's a strategic document aimed at showcasing one's qualifications, experiences, and skills to potential employers. Its purpose is to persuade hiring managers that you are the ideal candidate for the job.

ii. Sections:

- Contact Information: Ensure the contact details are up-to-date and professional.
- Objective or Summary Statement: Craft a compelling summary that highlights your career goals and what you can offer to the employer.
- Work Experience: Provide specific details about your roles and responsibilities, emphasizing accomplishments and outcomes.
- Education: Include relevant educational qualifications, certifications, and any honors or awards.
- Skills: Highlight both technical skills (e.g., programming languages, software proficiency) and soft skills (e.g., communication, leadership).
- Additional Information: Consider including sections like volunteer experience, professional memberships, or relevant hobbies if they add value to your candidacy.

iii. Format:

- Choose a clean and professional layout that is easy to read.
- Use bullet points to list responsibilities and achievements for each job.
- Maintain consistent formatting throughout the document, including font style, size, and spacing.
- Ensure the document is visually appealing and well-organized to grab the reader's attention.

iv. Tailoring:

- Customize the resume for each job application by emphasizing relevant skills and experiences.
- Analyze the job description to identify keywords and phrases that match your qualifications, and incorporate them into your resume.
- Highlight experiences and achievements that directly relate to the requirements of the job.

v. Keywords:

- Incorporate industry-specific keywords and phrases throughout your resume to increase its chances of passing through applicant tracking systems (ATS).

- Use variations of relevant terms to ensure comprehensive coverage and alignment with the job description.

vi. Achievements:

- Instead of listing job duties, focus on quantifiable achievements and contributions.
- Use metrics or statistics to demonstrate the impact of your work, such as increasing sales revenue by a certain percentage or completing projects ahead of schedule.
- Highlight any awards, accolades, or recognition received during your career.

vii. Professional Summary:

- Craft a concise and compelling professional summary that provides a snapshot of your qualifications, experiences, and career goals.
- Tailor the summary to align with the specific job you're applying for, emphasizing relevant skills and achievements.

viii. Proofreading and Editing:

- Thoroughly proofread the resume to eliminate any spelling or grammatical errors.
- Pay attention to formatting consistency and ensure that all information is accurate and up-to-date.
- Consider seeking feedback from trusted colleagues or mentors to identify areas for improvement.

ix. Adaptability:

- Maintain a master resume with comprehensive details about your education, work experience, and skills.
- Customize this master resume for each job application by selecting and prioritizing relevant information.
- Save different versions of your resume tailored to specific industries or job roles.

x. Online Presence:

- Include links to professional profiles such as LinkedIn, GitHub, or personal websites, if they showcase your skills and experiences effectively.
- Ensure that your online presence is consistent with the information presented in your resume and reflects a professional image.

xi. Professionalism:

- Use a professional email address and avoid using informal or unprofessional usernames.
- Keep personal details such as marital status, age, or religious affiliation off the resume unless explicitly requested or relevant to the job.

xii. Revision and Updating:

- Regularly update your resume to reflect new experiences, skills, or achievements.

Check Your Progress

1. Which section of a resume should include educational qualifications and certifications?
A) Work Experience
B) Contact Information
C) Skills
D) Education
2. How should achievements be presented on a resume?
A) Focus on listing job duties
B) Use metrics or statistics to demonstrate impact
C) Omit any awards or recognition received
D) Avoid quantifiable achievements
3. What is the purpose of maintaining a master resume?
A) To submit the same resume for every job application
B) To include personal details such as age and marital status
C) To have a comprehensive record of education, work experience, and skills
D) To include only one version of the resume

Answer Key

1. D) Education
2. B) Use metrics or statistics to demonstrate impact
3. C) To have a comprehensive record of education, work experience, and skills

8.9 Writing Notices and Announcements

i. Identifying the Purpose and Audience

- Before drafting a notice or announcement, it's imperative to have a clear understanding of its purpose and the intended audience. Whether it's notifying students about a change in exam schedule or informing parents about a school fundraiser, defining the purpose and audience helps tailor the message appropriately. Consider the specific information that needs to be conveyed and how it will impact the recipients.

ii. Choosing the Right Tone and Language:

- The tone and language used in notices and announcements should align with the nature of the communication and the relationship with the audience. For formal

announcements, maintain a professional tone and use standard language conventions. In contrast, for informal notices, a more casual tone may be appropriate, but ensure that the language remains respectful and clear. Consider the cultural and linguistic diversity of the audience when selecting language and tone.

iii. Structuring the Notice or Announcement:

- A well-structured notice or announcement enhances readability and comprehension. Start with a clear and concise heading that indicates the nature of the communication (e.g., "Important Notice" or "Upcoming Event Announcement"). Follow this with the date, subject, and body of the message, organized in a logical manner. Use bullet points or numbered lists to highlight key information and make the content easy to scan.

iv. Providing Relevant Details:

- Include all pertinent details in the notice or announcement to ensure that recipients have a comprehensive understanding of the information being communicated. This may include the date, time, location, purpose, and any special instructions or requirements. Be specific and avoid ambiguity to prevent confusion or misinterpretation.

v. Encouraging Action or Response:

- Depending on the nature of the notice or announcement, it may be necessary to prompt recipients to take specific actions or provide responses. Clearly communicate any required actions, such as RSVPing for an event or submitting a form by a certain deadline. Provide contact information or instructions for further inquiries to facilitate engagement and participation.

vi. Adhering to Formalities and Guidelines:

- Follow any established protocols, guidelines, or formatting requirements for drafting notices and announcements, especially in organizational or institutional settings. This may include using specific templates, addressing certain individuals or groups, or adhering to branding guidelines. Pay attention to any legal or regulatory requirements that govern the content and distribution of notices.

vii. Proofreading and Revision:

- Before finalizing a notice or announcement, carefully review the content for accuracy, clarity, and coherence. Check for spelling and grammatical errors, as well as any inconsistencies or inaccuracies in the information provided. Consider seeking input

from colleagues or peers for additional perspectives and feedback. Revise as needed to ensure that the message effectively conveys the intended information.

viii. Ensuring Accessibility and Inclusivity:

- Take into account the diverse needs and preferences of the audience when drafting notices and announcements. Ensure that the content is accessible to individuals with disabilities by using clear language, avoiding jargon, and providing alternative formats if necessary. Consider cultural sensitivities and linguistic diversity to ensure that the message resonates with all recipients.

By incorporating these additional points and subheadings, student teachers can enhance their ability to write effective notices and announcements that inform, engage, and inspire action among their audience.

Check Your Progress

1. What is the first step in drafting an effective notice or announcement?
 - A) Choosing the right tone and language
 - B) Structuring the notice properly
 - C) Identifying the purpose and audience
 - D) Providing relevant details
2. What enhances readability and comprehension of a notice or announcement?
 - A) Using complex vocabulary
 - B) Including excessive details
 - C) Adhering to formalities strictly
 - D) Structuring the notice properly
3. What is an important aspect of encouraging action or response in a notice or announcement?
 - A) Providing incomplete information
 - B) Omitting contact details
 - C) Clearly communicating required actions
 - D) Using confusing language
4. How can inclusivity be ensured in notices and announcements?
 - A) By using complex language to appear authoritative
 - B) By ignoring cultural sensitivities
 - C) By considering diverse needs and preferences
 - D) By limiting accessibility options

Answer Key:

1. C) Identifying the purpose and audience
2. D) Structuring the notice properly
3. C) Clearly communicating required actions
4. C) By considering diverse needs and preferences

8.10 Report Writing

i. Definition and Purpose:

- A report is a formal document that presents findings, analysis, and recommendations based on research, investigation, or observations.
- The purpose of report writing is to communicate information objectively, provide insights into a particular topic or issue, and make informed decisions or recommendations.

ii. Types of Reports:

- Analytical Reports: These reports aim to analyze and evaluate information to provide insights or recommendations. They often include research reports, feasibility studies, and financial reports.
- Informational Reports: These reports focus on presenting factual information without analysis or interpretation. Examples include progress reports, status reports, and incident reports.
- Research Reports: Research reports detail the methodology, findings, and conclusions of a research study or project.
- Technical Reports: Technical reports provide detailed information on technical subjects, such as scientific experiments, engineering projects, or software development.

iii. Structure of a Report:

- Title Page: Includes the title of the report, author's name, date, and any other relevant information.
- Abstract or Executive Summary: Provides a brief overview of the report's purpose, methodology, findings, and recommendations.
- Table of Contents: Lists the main sections and subsections of the report with corresponding page numbers.
- Introduction: Introduces the topic, outlines the purpose and scope of the report, and provides background information.

- Methodology: Describes the methods and techniques used to gather data or conduct research.
- Results: Presents the findings of the research or investigation, often using tables, charts, or graphs for clarity.
- Discussion: Analyzes and interprets the results, discussing their significance and implications.
- Conclusions: Summarizes the main findings of the report and highlights any recommendations or further actions.
- Recommendations: Provides suggestions for action based on the conclusions drawn from the report's findings.
- References: Lists any sources cited in the report, following a specific citation style (e.g., APA, MLA).
- Appendices: Includes additional supporting materials, such as raw data, surveys, or supplementary information.

iv. Writing Style and Tone:

- Use clear, concise language and avoid jargon or technical terms that may be unfamiliar to the audience.
- Maintain a formal tone appropriate for the subject matter and intended audience.
- Organize information logically and use headings and subheadings to guide the reader through the report.

v. Objectivity and Accuracy:

- Present information objectively, without bias or personal opinion.
- Ensure accuracy by verifying facts, citing sources appropriately, and cross-checking data.

vi. Audience Consideration:

- Tailor the content and level of detail to suit the needs and expectations of the intended audience.
- Provide background information as necessary to ensure understanding, but avoid unnecessary complexity.

vii. Revision and Proofreading:

- Review the report carefully for clarity, coherence, and consistency.
- Check for grammatical errors, spelling mistakes, and typographical errors.
- Seek feedback from colleagues or mentors to ensure the report meets its objectives effectively.

viii. Presentation and Formatting:

- Use a professional and consistent formatting style throughout the report.
- Include headings, subheadings, and bullet points to improve readability.
- Pay attention to visual elements such as tables, charts, and graphs, ensuring they are clear and accurately represent the data.

ix. Scope and Limitations:

- Define the scope of the report, outlining what the report will cover and what it will not cover.
- Discuss any limitations or constraints encountered during the research or investigation process.

ix. Methodological Details:

- Provide detailed information about the methods used to collect data, conduct research, or carry.

Check Your Progress

1. Which type of report provides detailed information on technical subjects like scientific experiments or engineering projects?
A) Analytical Reports
B) Informational Reports
C) Research Reports
D) Technical Reports
2. What should be included in the methodology section of a report?
A) Analysis of findings
B) Recommendations for action
C) Detailed description of research methods
D) Summary of background information
3. What is crucial for ensuring accuracy in a report?
A) Including personal biases
B) Cross-checking data
C) Using vague language
D) Ignoring citations

Answer Key:

1. D) Technical Reports
2. C) Detailed description of research methods

8.11 How to Develop Writing Skills

Regular writing practice is essential for writing skill development. Set aside dedicated time for writing and experiment with different styles and genres. Developing writing skills takes time, practice, and patience. Here are some useful tips for students:

- **Write every day** – Keep a diary, journal, or blog to make writing a daily habit.
- **Read regularly** – Good writers are good readers. Reading books, articles, and stories improves vocabulary and style.
- **Try different types of writing** – Practice essays, stories, letters, reports, and even creative writing to explore different styles.
- **Focus on grammar and vocabulary** – Use correct spelling, punctuation, and sentence structure to make your writing clear.
- **Revise and edit your work** – Always read your writing again to correct mistakes and improve clarity.
- **Take feedback seriously** – Learn from teachers, peers, or mentors to strengthen weak areas.
- **Set small goals** – For example, write one paragraph a day, then gradually increase length and complexity.
- **Express your own ideas** – Don't just copy; practice writing your own thoughts and opinions.

With regular practice and a positive attitude, students can steadily become confident and effective writers.

8.12 Summary

The Unit on Writing Skills aims to equip student teachers with comprehensive knowledge and practical strategies for honing their writing abilities. It covers various aspects of writing, including paragraph construction, letter composition (both formal and informal), invitations, resume crafting, notices, announcements, and report writing techniques. Writing skills encompass the ability to effectively convey ideas, information, and thoughts through written language, requiring logical organization, appropriate vocabulary, grammar usage, and coherent content structure. These skills are crucial for clear communication in personal and professional contexts, aiding academic success and enhancing career prospects. For students,

proficient writing skills are essential for excelling in assignments, examinations, and future endeavors.

Similarly, teachers require strong writing abilities to develop lesson plans, communicate effectively with students, parents, and colleagues, and produce academic publications. A well-structured paragraph includes a topic sentence, supporting sentences, and a concluding sentence, ensuring coherence through transitions and conciseness by avoiding unnecessary repetition. Formal and informal letters follow specific formats and are used for official/professional and personal communication, respectively.

Invitations include essential event details and are tailored to match the event's formality. A resume summarizes an individual's education, work experience, skills, and achievements in a clean, professional format. Notices and announcements provide concise and relevant information about events, changes, or important updates, distributed through various platforms. Reports present findings, analysis, and recommendations based on research or investigation, maintaining objectivity through factual presentation and impartial analysis.

Developing writing skills requires regular practice, seeking feedback, extensive reading, and participation in writing workshops or courses. Mastering these skills is essential for effective communication, academic success, and professional growth.

8.13 Glossary

Comprehensive: covering all aspects or elements; thorough.

Craft: to make or create with skill and attention to detail.

Coherent: logically or aesthetically ordered or integrated; consistent.

Proficient: skilled or competent in doing or using something.

Endeavors: efforts or attempts to achieve a goal; undertakings.

Conciseness: expressing much in few words; brevity.

Tailored: customized or adapted to suit a particular need or purpose.

Impartial: treating all rivals or disputants equally; fair and just.

Objectivity: the quality of being objective; impartiality.

Factual: concerned with what is actually the case; based on facts.

Workshop: a meeting at which a group of people engage in intensive discussion and activity on a particular subject or project.

8.14 Learning Outcomes

After completing this unit, students will be able to:

- **Explain writing skills** and their role in effective communication.
- **Write well-structured paragraphs** with clarity and coherence.
- **Compose formal and informal letters** using appropriate format, tone, and language.
- **Draft invitations, resumes, notices, and announcements** according to standard conventions.
- **Prepare clear and concise reports** suitable for academic and professional settings.
- **Apply strategies to develop and enhance writing skills** for continuous improvement.

8.15 Model Examination Questions

Objective Type Questions

1. What is the primary aim of Writing Skills?
 - A) Enhancing reading skills
 - B) Developing speaking skills
 - C) Honing writing skills
 - D) Improving listening skills
2. Which of the following is NOT a component of writing skills?
 - A) Logical organization
 - B) Effective speaking
 - C) Appropriate grammar
 - D) Clear expression of ideas
3. Which of the following is NOT mentioned as a component of a well-structured paragraph?
 - A) Topic sentence
 - B) Supporting sentences
 - C) Concluding sentence
 - D) Thesis statement
4. Which type of letter is used for official or professional communication?
 - A) Formal letter
 - B) Informal letter
 - C) Personal letter
 - D) Casual letter
5. What is the purpose of a resume?
 - A) To summarize an individual's education and work experience

- B) To summarize an individual's cooking recipes
 - C) To summarize an individual's favorite books
 - D) To summarize an individual's travel experiences
6. What should be maintained in report writing?
- A) Objectivity
 - B) Subjectivity
 - C) Bias
 - D) Opinions
7. Which section is typically included in a resume?
- A) Conclusion
 - B) Introduction
 - C) Objective or summary statement
 - D) Climax
8. How can coherence be ensured in paragraph writing?
- A) By using transitions
 - B) By avoiding logical flow
 - C) By using complex vocabulary
 - D) By using passive voice
9. What is the purpose of notices and announcements?
- A) To confuse the recipients
 - B) To provide concise and relevant details
 - C) To make recipients laugh
 - D) To include unnecessary information
10. What is the structure of a formal letter?
- A) Only a body paragraph
 - B) Sender's address, date, recipient's address, salutation, body paragraphs, closing remarks
 - C) Only a salutation
 - D) Only a closing remark
11. Which section of a report typically presents findings and analysis?
- A) Introduction
 - B) Conclusion
 - C) Results
 - D) Objective
12. What is the importance of writing skills for teachers?

- A) To confuse students
 - B) To create lesson plans and communicate effectively
 - C) To avoid academic publications
 - D) To hinder career prospects
13. How can conciseness be achieved in writing?
- A) By using complex vocabulary
 - B) By expressing ideas succinctly and avoiding unnecessary repetition
 - C) By including irrelevant details
 - D) By using passive voice
14. Which of the following is NOT a section typically included in a report?
- A) Introduction
 - B) Methodology
 - C) Analysis
 - D) Conclusion
15. What is the primary purpose of writing a resume?
- A) To summarize an individual's education, work experience, skills, and achievements
 - B) To entertain readers with fictional stories
 - C) To provide recipes for cooking
 - D) To summarize an individual's favorite movies

Short Answer Type Questions

1. What is the aim of the chapter on Writing Skills?
2. Define writing skills.
3. Why are writing skills important in both personal and professional contexts?
4. How do proficient writing skills benefit students?
5. Why do teachers need strong writing skills?
6. What are the components of a well-structured paragraph?
7. How can coherence be achieved in writing a paragraph?
8. Why is conciseness important in paragraph writing?
9. Differentiate between formal and informal letters.
10. What are the essential components of both formal and informal letters?
11. What should be included in invitations?
12. How should the tone of an invitation be tailored?
13. What sections are typically included in a resume?
14. How should information be prioritized in a resume?

15. What should be considered when writing notices and announcements?
16. Why is clarity important in notices and announcements?
17. How can objectivity be maintained in report writing?
18. What are the typical sections found in a report?
19. What are some ways to develop writing skills?
20. Why is seeking feedback important for improving writing skills?
21. Summarize the key points covered in the chapter on Writing Skills.

Long Answer Type Questions

1. Define writing skills and explain their importance in both personal and professional contexts.
2. Describe the structure of a well-written paragraph and discuss the importance of coherence and conciseness in writing.
3. Differentiate between formal and informal letter writing, and provide examples of situations where each type is appropriate.
4. Explain the components of a formal invitation and discuss how the tone of the invitation should be tailored based on the event.
5. Outline the key sections of a resume and discuss how to prioritize information based on relevance to the desired position.
6. Discuss the purpose of writing notices and announcements and explain how clarity and distribution methods contribute to effective communication.
7. Define report writing and describe the typical structure of a report, including key sections and their purposes.
8. Explain the importance of practicing writing regularly and discuss how feedback from peers or mentors can help improve writing skills.
9. Describe how reading extensively can enhance writing skills by exposing writers to diverse styles, vocabulary, and ideas.
10. Discuss the benefits of participating in writing workshops or courses for skill development and interaction with fellow writers.
11. Summarize the main points covered in the chapter on writing skills and explain why mastering writing skills is crucial for student teachers.
12. How does effective paragraph writing contribute to the overall coherence and clarity of written communication?
13. Discuss the role of formal and informal language in letter writing and how it impacts the tone and purpose of the communication.

14. Explain why it is important for a resume to be tailored to the specific job or industry and how this enhances its effectiveness.
15. Provide examples of situations where writing notices and announcements are necessary, and discuss the potential consequences of unclear or poorly written notices.
16. Discuss the ethical considerations involved in report writing, particularly regarding objectivity and the presentation of findings and analysis.

Answer Key of MCQs:

1. C) Honing writing skills
2. B) Effective speaking
3. D) Thesis statement
4. A) Formal letter
5. A) To summarize an individual's education and work experience
6. A) Objectivity
7. C) Objective or summary statement
8. A) By using transitions
9. B) To provide concise and relevant details
10. B) Sender's address, date, recipient's address, salutation, body paragraphs, closing remarks
11. C) Results
12. B) To create lesson plans and communicate effectively
13. B) By expressing ideas succinctly and avoiding unnecessary repetition
14. D) Conclusion
15. A) To summarize an individual's education, work experience, skills, and achievements

8.16 Suggested Reading Materials

1. "On Writing: A Memoir of the Craft" - Stephen King - 2000 - Scribner
2. "Writing Tools: 55 Essential Strategies for Every Writer" - Roy Peter Clark - 2006 - Little, Brown and Company
3. "The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century" - Steven Pinker - 2014 - Penguin Books
4. "Zen in the Art of Writing: Essays on Creativity" - Ray Bradbury - 1990 - Joshua Odell Editions
5. "How to Write Short: Word Craft for Fast Times" - Roy Peter Clark - 2013 - Little, Brown and Company

6. "The Little Red Writing Book" - Brandon Royal - 2004 - Writer's Digest Books
7. "Writing Tools: 50 Essential Strategies for Every Writer" - Roy Peter Clark - 2006 - Little, Brown and Company
8. "The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades" - Judith C. Hochman, Natalie Wexler - 2017 - Jossey-Bass
9. "Writing to Learn: How to Write--and Think--Clearly About Any Subject at All" - William Zinsser - 2016 - Harper Perennial
10. "Writing with Power: Techniques for Mastering the Writing Process" - Peter Elbow - 1981 - Oxford University Press
11. "The Oxford Guide to Writing: A Rhetoric and Handbook for College Students" - Thomas S. Kane - 1983 - Oxford University Press

Model Examination Paper

Communicative English

Time: 2 hours

Max. Marks: 35

marks

Note: This question paper consists of three parts: Part - A, Part - B, and Part - C. Number of words to answers each question is only indicative. Attempt all parts.

Part - A contains 05 compulsory questions of multiple choices / fill in the blank / very short answer type question. Answer all questions. Each question carries **01 mark. (5x1 = 5 marks)**

Part - B contains 08 questions of which students are supposed to answer 05 questions. Answer each question in approximately **200 words**. Each question carries **04 marks. (5x4 = 20 marks)**

Part - C contains 02 questions of which students are supposed to answer 01 question. Answer each question in approximately **500 words**. Each question carries **10 marks. (1x10 = 10 marks)**

PART - A

1. Fill in the blanks with appropriate words.

(i) Babies _____ when they are hungry.

A. cry B. cries C. cried D. are crying

(ii) Not a great film _____?

A. Wasn't it B. Was it C. isn't it D. None of the above

(iii) Platinum is _____ than any metal.

A. Much precious B. more precious C. most precious D. many precious

(iv) _____ is an example of proper noun.

A. University B. Family C. Poverty D. None of the above.

(v) Sana is afraid _____ spiders.

A. From B. in C. of D. about

Part - B

2. Describe the types of listening.
3. Write a note on speaking skill.
4. Explain any five characteristics of a good reader.
5. Write a note on Vowel Sounds.
6. What do you mean by Unity in a paragraph?
7. Write your Resume in detail.
8. Write a leave application to your Headmaster for attending Counseling & Workshop Sessions of B.Ed. (DM) programme.

Part - C

9. What are the characteristics of an effective Notice? Explain in detail.
10. Prepare an invitation for Annual Gathering of your School.

Notes

Notes

Notes
