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Bachelor of Education

Communicative English

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Unit One: Grammar and Phonetics

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1.1 Introduction

Language is the vehicle of our thoughts and feelings and of our stories whether true or not and grammar is the machinery by which that vehicle is set in motion. - L. A. Gorden

The grammar of any language is important because acceptability and intelligibility in writing and speech depend on the basic notions and norms of grammar. Grammar is behind the logic of a language. It provides an insight into the structure of the language. It is the systematized knowledge of the language. Its importance in writing is doubtless. It provides the criteria for judging the correctness of language. So it is necessary to learn grammar.

Grammar is the study of words and the ways words work together. It is an invisible force that guides us to put words together into sentences. Every person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language. We study grammar to speak in a clearer and more effective manner. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but if he wants to seek greater depth of understanding and proficiency then studying grammar is necessary provides. The grammar helps to frame the sentences with proper knowledge so that other people can understand what you exactly want to express.

Grammar is important in language learning. Along with it, phonetics is also important because speaking English in the way we like, with all the regional markers, will not be intelligible to the listener. While speaking English, we have to be careful about segmental, supra-segmental and paralinguistic features of English. Inattention to these features would lead us to a failure in conversation, especially, when we converse with a native speaker of English. Henry Sweet, an English phonetician, mentioned in his book, 'The Practical Study of Language (1899)', "without phonetics we can neither observe nor record the simplest phenomenon of language."

In this unit, we will try to understand different aspects of English grammar and phonetics.

Objectives of the Unit:

By the end of this unit, the student-teacher knows:

1. parts of speech;
2. types of sentences;
3. different types of tenses;
4. how to transform sentences;
5. degrees of comparison;
6. different types of clauses;
7. question tags;
8. all the sounds of the English language;
9. rules of word stress;
10. the rhythm of the sentences;
11. all the four types of intonation;
12. definition of voice and its types;
13. about clarity;
14. when to pause, and about the pace at which he has to speak; and
15. the modulation of the voice.

1.3 Grammar

1.3.1 Parts of Speech

We use the English language by means of English words, phrases and sentences. Every English word has a definite purpose. English words are classified or divided into eight types according to their uses. These eight types of words are called as parts of speech. The eight types of parts of speech are noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Let's try to understand these parts of speech.

a. Noun

The noun is a word used as a name of a person, place or thing. Let us understand the four kinds of a noun:

- Common noun

  It is a name given in common to every person or thing of some kind or class.

  Examples: *Girl, boy, women, city, road, flower, hill, etc.*

- Proper noun

  It is the name of a particular person, thing or place.

  Examples: *Maulana Abul Kalam Azad, Kind Aurangzeb, Hyderabad, Godavari, Charminar, etc.*

- Collective noun

  It is the name of a group or collection of things, persons taken together and spoken of as one whole.

  Examples: *crowd, family, army, herd, jury, etc.*

- Abstract noun

  It is the name of a quality, action or state considered a part of the object to which it belongs.

  Examples: *goodness (quality), hatred (action), poverty (state), etc.*

b. Pronoun

A pronoun is a word used instead of a noun. Examples: I, we, you, she, it, they, etc. Pronouns are classified into:

- Personal Pronoun

  A pronoun used for the first, the second and the third persons is known as a personal pronoun.

  1. First Person

  A pronoun used for the person speaking is known as the first person. Examples: *I, we, me,* and *us.*

  2. Second Person

  A pronoun used for the person spoken to is known as the second person. Example: *you*.

  3. Third Person

  A pronoun used for the person spoken of is known as the third person. Examples: *he, she, it,* and *they.*

- Reflective Pronoun

  When the action of the subject turns back or reflects upon the subject, it is called a reflective pronoun.

  Example: **I** saw **myself** in the mirror. (Here 'I' and 'myself' are the same people)

- Emphatic Pronoun

  A pronoun used for the sake of emphasis is known as emphatic pronoun.

  Example: You **yourself** can explain it to me.

- Demonstrative Pronoun

  A pronoun used to point out the person or thing we talk about is known as demonstrative Pronoun.

  Examples: *this, that, such, these,* and *those, etc.*

- Possessive Pronoun

  A pronoun used to express possession or ownership is known as possessive pronoun.

  Examples: *mine, his, theirs, ours, yours,* and *hers, its.*

- Indefinite Pronoun

  A pronoun used to talk about a person or things indefinitely is known as indefinite pronoun.

Examples: *someone, something,* and *anybody, etc*

c. Adjective

A word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective. There are five kinds of adjective:

- Adjective of Quality

  An adjective used to talk about the quality of a person or thing is known as adjective of quality.

  Examples: *large, honest, foolish, poor, etc*

- Adjective of Quantity

  An adjective which is used to talk about the quantity of things is known as adjective of quantity.

  Examples: *little, much enough, some, half, etc.*

- Adjective of Number

  An adjective used to talk about the number of things or persons are known as adjective of number.

  Examples: *first, third, one, two, some, all, enough, etc.*

- Demonstrative Adjective

  An adjective used to point out which person or thing we speak about is known as demonstrative adjective.

  Examples: *this, that, there, those, such, etc*

- Interrogative Adjective

  An adjective used to question is known interrogative adjective.

  Examples: *what, which, whose, where, etc*

d. Verb

A verb is a word used to express an action or state. There are three kinds of verbs:

- Transitive verbs

  A transitive verb is a verb that denotes an action which passes over from the doer or subject to an object.

Example: The driver *stopped* the train.

- Intransitive verbs

  An intransitive verb is a verb that denotes an action which does not pass over to an object.

  Example: The train stopped suddenly.

- Verbs of incomplete predication

  Verbs which require a word to make the sense complete are called verbs of incomplete predication.

  Example: Saba seems *happy.*

e. Adverb

An adverb is a word used to add something to the meaning of a verb, an adjective or another adverb. The kinds of adverb are as follows:

- Adverb of Manner

  An adverb used to show how an action is done is known as an adverb of manner.

  Examples: *quickly, hard, fast, well, clearly, etc.*

- Adverbs of Time

  An adverb used to show when an action is done is known as an adverb of time.

  Examples: *now, then, today, tomorrow, early, soon, still, etc.*

- Adverb of Frequency

  An adverb used to show how often an action is done is known as an adverb of frequency.

  Examples: *once, twice, often, never, always, seldom, etc.*

- Adverb of Place

  An adverb used to show where an action is done is known as an adverb of place.

  Examples: *here, there, up, down, near, below, above, away, etc.*

- Adverb of Degree

  An adverb used to show how much or to what degree, or to what extent an action is done is known as adverb of degree.

  Examples: *fairly, almost, fully, partly, etc.*

- Adverb of Reason

  An adverb used to show the reason for an action is known as adverb of reason.

  Examples: *hence, therefore, etc.*

f. Preposition

A preposition is a word used before a noun or a pronoun to show in what relation the person or the thing denoted by it stands in regard to something else. There are three kinds of prepositions:

- *Simple Prepositions*

  Simple prepositions are single basic words.

  Examples: *in, on, of, out, from, over, by, at, for, to, up, with, etc.*

Compound Prepositions

These prepositions are generally formed by prefixing a preposition to a noun, to an adjective or to an adverb.

Examples: *without, within, inside, beside, outside, beyond, before, between, etc.*

- *Phrase prepositions*

  These prepositions are formed by phrases.

  Examples: *in place of, according to, in front of, along with, in order to, instead of, etc.*

g. Conjunction

A word which joins together sentences or words or clauses is known as Conjunction. Conjunctions are divided into following types:

- *Correlative Conjunctions*

  Conjunctions which are used in pairs are known as correlative conjunctions.

  Examples: *neither-nor, either-or, not only-but also, hardly-when, etc.*

- *Compound Conjunctions*

  Compound conjunctions are the group of words that are used as conjunctions.

  Examples: *as soon as, as well as, in order to, so-that, etc.*

- *Coordinating Conjunctions*

  Conjunctions which are used to join together clauses of equal rank are known as coordinating conjunctions.

  Examples: *or, but, also, for, etc.*

- *Subordinating Conjunctions*

  Conjunctions which are used to join clauses of unequal rank are known as subordinating conjunctions.

Examples: *after, although, when, because, if, that, unless, etc.*

h. Interjection

An interjection is a word which expresses some sudden feeling or emotion. Examples: Hurrah! (Joy), Alas! (Grief), Bravo! (Approval), What! (Surprise), etc

1.3.2 Types of Sentences

A group of words which makes complete sense in known as a sentence. We can classify sentences on the basis of purpose and on the basis of structure of sentence. On the basis of purpose, there are four kinds of sentences;

- Declarative or Assertive Sentence

  A sentence that makes a statement or assertion is called as Declarative or Assertive sentence. Such sentences always end with a full stop.

  Example: *Hyderabad is the capital of Telangana.*

- Interrogative Sentence

  An interrogative sentence asks a direct question and always ends with a question mark.

  Example: *What is the capital city of Telangana?*

- Imperative Sentence

  An imperative sentence gives a direct command to someone, this type of sentence can end either with a full stop or with an exclamation mark, depending on how forceful the command is.

  Example: *Sit down! , Read this article.*

- Exclamatory Sentence

  A sentence that expresses strong feeling is called as an exclamatory sentence. Example: *How beautiful this river is!*

According to the structure of sentence, there are three types of sentences:

- Simple Sentence

  It is a basic type of sentence which contains only one clause. A simple sentence can be as short as one word.

  Examples: a. *Run! b. Ice melts.*

- Compound Sentence

  A compound sentence consists of two or more independent clauses or simple sentences, joined by coordinating conjunctions like ‘and’, ‘but’ and ‘or.’

  Examples: *Saudi Arab is a rich country, but still it has many poor people.*

- Complex Sentence

  A complex sentence contains one independent clause and at least one dependent clause.

  Example: *Although my cousins invited me to a party, I do not want to go.*

1.3.3 Tense

Tense is a special feature of all languages in general. The term ‘Tense' is derived from the Latin word ‘Tempus' which means time Hence tense refers to the time of the action done by the subject. In English, there are three main tenses. They are nothing but the divisions of time for referring the time of the action. These three types of tenses and their subtypes are explained as under:

a. Present Tense

It refers to action done in present time. It means the action is done recently, almost now at the time of speaking. This tense shows the time of activity in present. This tense is subdivided into four types:

- Simple present tense

  It is used to denote the true happenings in nature and habitual truth. It gives simple action of the present time.

  Examples: *i. The earth rotates around the sun. ii. Salma reads the Quran daily.*

- Present continuous tense

  The present continuous is used for an action going on at the time of speaking.

  Examples: *Altaf is reading a storybook.*

- Present perfect tense

  The present perfect tense is used to indicate completed activities in the immediate past and is connected in some way with the present.

  Examples: *He has read the storybook.*

- *Present perfect continuous tense:*

The present perfect continuous tense is used for an action which began at some time in the past and is still continuing.

Examples: *Sachin has been playing cricket since his childhood.*

b. Past Tense

It shows the time of activity in the past. This tense is subdivided into four tenses:

- Simple past tense

  It denotes the actions completed in the past. It is formed by using past form of the verb.

  Example: *The train arrived here at 8.00 pm.*

- Past continuous tense

  It shows an activity which was in progress before in the past.

  Example: *When I reached his house, he was sleeping.*

- Past perfect tense

  It denotes the activity that took place before any other activity in the past.

  Example: *Mariam **had finished** her homework before I **reached** her home.*

- Past perfect continuous tense

  It denotes the action which began in the past, continued for some time and stopped in the past.

  Example: *I had been repairing his watch for two days last year.*

c. Future Tense

Future tense shows the activity which is going to take place in future. It is subdivided into four types:

- Simple future tense

  It is used to express actions that will happen in the future.

  Example: *Salim will write an application.*

- Future continuous tense

  It is used to express an action which will still continue future for time without any definite limit. It also expresses a future without intention.

  Examples: *1. I will be going to Hyderabad tomorrow.*

2. He will be participating in the competition.

- Future perfect tense

  It is used to express an action that will have been completed at a time in future.

  Example: *I will have passed B.Ed successfully.*

- Future perfect continuous tense

  It is used for actions which will be in progress over a period of time that will end in the future.

  Example: *I will have been teaching for five years next February.*

1.3.4 Transformation

In transformation, the form of sentence is changed without changing the meaning of the sentence. We can transform active voice into passive voice, from direct speech to indirect speech, from affirmative sentence to negative sentence and vice-versa. Let's study the transformation of voice;

a. Voice

Voice shows whether the subject of some verb acts or is acted upon. There are two types of voice:

- Active Voice

  A verb is said to be in the active voice when the subject acts.

  Example: *Dogs kill cats.*

- Passive Voice

  A verb is said to be in the passive voice when the subject is acted upon.

  Example: *Cats are killed by dogs.*

  From the above sentences, it is clear that when a sentence in the active voice is changed into the passive voice, the following changes occur:

  a. The object of the verb in the active voice becomes the subject of the verb in the passive voice.
  b. The subject in the active voice becomes the object in the passive voice.
  c. In the passive voice the verb 'to be' is one of its form (am, is, are, was, were) should be used with the past participle of the transitive verb.

The following table shows the transformation of active voice into passive voice:

Simple Present Tense	
is, am, are +3rd verb	
Active Voice	Passive Voice
She **lights** the candle.	The candle **is lighted** by her.
She **does not light** the candle.	The candle **is not lighted** by her.
Do you **eat** chicken?	**Is** chicken **eaten** by you?
Present Continuous Tense	
is, am, are + being +3rd verb	
Active Voice	Passive Voice
I **am driving** a bus.	A bus **is being driven** by me.
I **am not driving** a bus.	A bus **is not being driven** by me.
Am I **driving** a bus?	**Is** a bus **being driven** by me?
Present Perfect Tense	
has, have + been + 3rd verb	
Active Voice	Passive Voice
She **has stolen** my pen.	My pen **has been stolen** by her.
She **has not stolen** my pen.	My pen **has not been stolen** by her.
Has she **stolen** my pen?	**Has** my pen **been stolen** by her?
Simple Past Tense	
was, were + 3rd verb	
Active Voice	Passive Voice
She **finished** work.	Work **was finished** by her.
She did not **finish** work.	Work **was not finished** by her.
Did she **finish** work?	**Was** work **finished** by her?
Past Continuous Tense	
was, were + being + 3rd verb	
Active Voice	Passive Voice
He **was revising** his books.	His books **were being revised** by him.
He **was not revising** his books.	His books **were not being revised** by him.
Was he **revising** his books?	**Were his** books **being revised** by him?
Past Perfect Tense	
Had + been + 3rd verb	
Active Voice	Passive Voice
I **had completed** the homework.	The homework **had been completed** by me.
I **had not completed** the homework.	The homework **had not been completed** by me.
Had I completed the homework?	**Had** the homework **been completed** by me?
Simple Future Tense	
will/ shall + be + 3rd verb	
Active Voice	Passive Voice
My uncle **will** pay my college fee.	My college fee **will be paid** by my uncle.
My uncle **will not** pay my college fee.	My college fee **will not be paid** by my uncle.
Will my uncle pay my college fee?	**Will** my college fee **be paid** by my uncle?
Future Perfect Tense	
will, shall + have been + 3rd verb	
Active Voice	Passive Voice
We **shall have done** our homework.	Our homework **shall have been done** by us.
We **shall not have done** our homework.	Our homework **shall not have been done** by us.
Shall We **have done** our homework?	**Shall** our homework **have been done** by us?

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b. Reported Speech

There are two ways of reporting what someone has said; direct and indirect speech.

- Direct Speech

  A direct speech gives the words of a speaker exactly as spoken. Examples: *Farhana said, "I don't like horror movies."*

- Indirect Speech

  An indirect speech gives the same meaning without using the speaker's exact words. Example: *Farhana said that she didn't like horror movies.*

While changing direct speech to indirect the following points must be taken care of.

1. Use 'that' conjunction to join two sentences.
2. Don't use comma after reporting verb.
3. Inverted commas, interrogative mark, exclamatory mark are not used.
4. Form of verbs, pronouns, demonstrative pronouns, adverbs of time and place are changed.

The following table shows some examples of transformation of direct speech into indirect speech:

	Direct Speech	**Reported Speech**
present simple	I like banana"	She said (that) she liked banana.
present continuous	I am living in Mumbai	She said (that) she was living in Mumbai.
past simple	I bought a bicycle"	She said (that) she bought a bicycle.
past continuous	I was walking along the street"	She said (that) she had been walking along the street.
present perfect	I haven't seen Sunita"	She said (that) she hadn't seen Sunita.
past perfect*	I had taken Urdu lessons before"	She said (that) she had taken Urdu lessons before.
will	I'll see you later"	She said (that) she would see me later.
would*	I would help, but.."	She said (that) she would help but...
can	I can speak perfect Urdu"	She said (that) she could speak perfect Urdu.
could*	I could swim when I was four"	She said (that) she could swim when she was four.
shall	I shall come later"	She said (that) she would come later.
should*	I should call my father"	She said (that) she should call her father
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend
Assertive sentence	Jamil says, "I drink coffee".	Jamil says (that) he drinks coffee.
Imperative sentence	"Read slowly," said the sister to the brother.	The sister advised the brother to read slowly.
Interrogative sentence	Mohammad asked, "Where is he going?"	Mohammad asked where he was going.
Exclamatory sentence	The girl said, "Hurrah! How skillfully Juned played!"	The girl shouted with joy that Rahul played very skillfully.

*****doesn't change

1.3.5 Degrees of Comparison

There are three degrees of comparison of adjectives, namely Positive Degree, Comparative Degree and Superlative Degree. Let us study these degrees of comparison:

- Positive Degree

  An adjective used to talk about the quality of a person, place or thing is known as positive degree.

  Example: *Praneeta is a beautiful a girl.*

- Comparative Degree

  An adjective used to compare two persons or things or the quality is known as comparative degree.

  Example: *Stuthi is more beautiful than Beula.*

- Superlative Degree

  An adjective used to talk about comparing more than two persons or things or their quality is known as the superlative degree.

  Example: *Stuthi is the most beautiful girl in the girl.*

Some rules of formation of degrees of comparison are mentioned in the following table;

Formation	Positive	Comparative	Superlative
By adding ‘er’ and ‘est’ to the positive	Tall	Taller	Tallest
	Short	Shorter	Shortest
	Young	Younger	Youngest
When positive ends with ‘e’, only ‘r’ and ‘st’ are added	**Brave**	**Braver**	**Bravest**
	Wise	**Wiser**	**Wisest**
	Fine	**Finer**	**Finest**
When positive ends with ‘y’ and has a consonant before it ‘y’ is changed into ‘I’ and ‘er’ and ‘est’ are added.	Happy	Happier	Happiest
	Lazy	Lazier	Laziest
	Easy	Easier	Easiest
By doubling the final consonant and adding ‘er’ and ‘est’.	**Big**	**Bigger**	**Biggest**
	Fat	**Fatter**	**Fattest**
	Hot	**Hotter**	**Hottest**
By adding ‘more’ and ‘most’.	Beautiful	More beautiful	Most beautiful
	Active	More active	Most active
Irregular Formation of adjectives.	**Bad**	**Worse**	**Worst**
	Good	**Better**	**Best**
	Little	**Less**	**least**

1.3.6 Clause

A group of words which forms a part of a sentence and contains a subject and a predicate is called a clause. The part which names the person or thing we are speaking about is known as subject of the sentence whereas, the part which tells about subject is known as predicate. Clauses are divided into two types:

- Principal Clause

  A clause which makes complete sense independently and stands by itself is called a main or principal or an independent clause.

  Examples: ***She received a letter*** *and replied to it.*

- Subordinate Clause

  A clause which depends on some other clause for its meaning is called a Dependant or Subordinate clause.

  Examples: **If you are a graduate,** *you are eligible for this post.*

1.3.7 Question Tag

Question Tag is a common practice in conversation to make a statement and ask for confirmation. Question tags are made by using an auxiliary verb (be or have) and subject pronoun (we, you, she). If the main clause is positive, the question tag is negative and if the main clause is in negative, the question tag remains positive.

Examples: It's hot (positive), isn't it (negative)?
Isn't it hot (negative), is it (positive)?

If there is no auxiliary verb in the clause then 'do, does and did' can be used to make question tags. If the auxiliary verb is 'am', then 'are' is used for making question tag.

The following table shows how to make positive and negative question tags of different tenses and auxiliaries:

Positive sentences, with negative tags

Present simple **'be'**	She's American, **isn't she**?
Present simple **other verbs**	They live in New Delhi, **don't they**?
Present continuous	We're working tonight, **aren't we**?
Past simple **'be'**	It was hot yesterday, **wasn't it**?
Past simple **other verbs**	He went to the conference last night, **didn't he**?
Past continuous	We were waiting at the airport, **weren't we**?
Present perfect	They've been to Dubai, **haven't they**?
Present perfect continuous	He's been studying a lot recently, **hasn't he**?
Past perfect	He had forgotten his wristwatch, **hadn't he**?
Past perfect continuous	We'd been working, **hadn't we**?
Future simple	She'll come at nine, **won't she**?
Future continuous	They'll be arriving soon, **won't they**?
Future perfect	They'll have finished before six, **won't they**?
Future perfect continuous	She'll have been cooking all day, **won't she**?
Modals	She can help, **can't she**?
Modals	Nasiruddin must stay, **mustn't he**?

Negative sentences, with positive tags

Present simple **'be'**	We aren't late, **are we**?
Present simple **other verbs**	She doesn't have any children, **does she**?
Present continuous	The car isn't coming, **is it**?
Past simple **'be'**	She wasn't at home yesterday, **was she**?
Past simple **other verbs**	They didn't go out last Monday, **did they**?
Past continuous	You weren't playing, **were you**?
Present perfect	She hasn't eaten all the eggs, **has she**?
Present perfect continuous	He hasn't been running in this weather, **has he**?
Past perfect	We hadn't been to New Delhi before, **had we**?
Past perfect continuous	You hadn't been sleeping, **had you**?
Future simple	They won't be late, **will they**?
Future continuous	He'll be studying tomorrow, **won't he**?
Future perfect	She won't have left work before five, **will she**?
Future perfect continuous	He won't have been travelling all day, **will he**?
Modals	She can't speak Urdu, **can she**?
Modals	They mustn't come early, **must they**?

1.4 Phonetics

Phonetics is the scientific study of sounds of a language.

1.4.1 Segmental Features

Segmental features are the speech sounds of the English language. In this section, 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 the speech sounds, we shall learn about organs of speech.

1.4.1.1 Organs of Speech

Various organs of speech help us to pronounce the sounds and words clearly. 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 pictures given below:

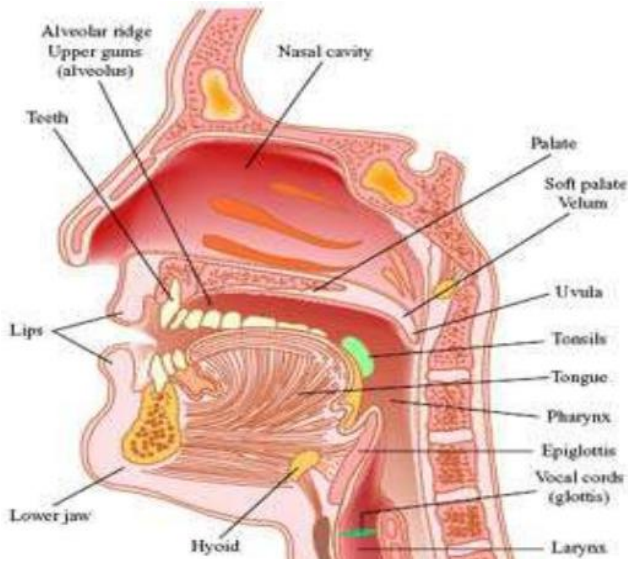


Figure 1.1

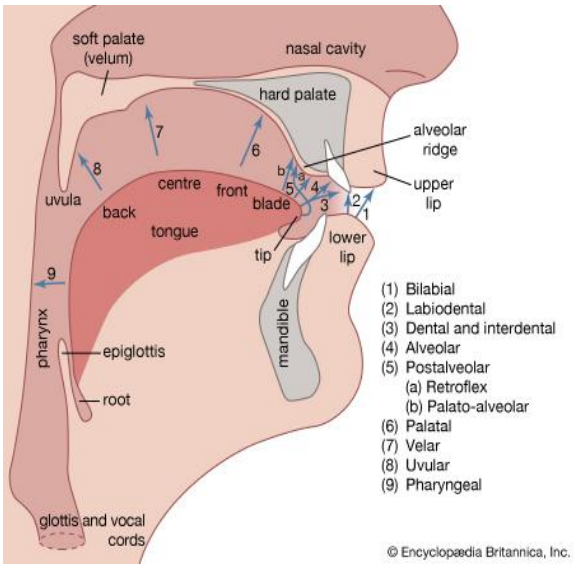


Figure 1.2

Activity 1

List out the organs of speech.

……

……

……

……

……

……

1.4.1.2 Vowels

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

a. Pure Vowels

These sounds do not get changed during the course of utterance. They are 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.

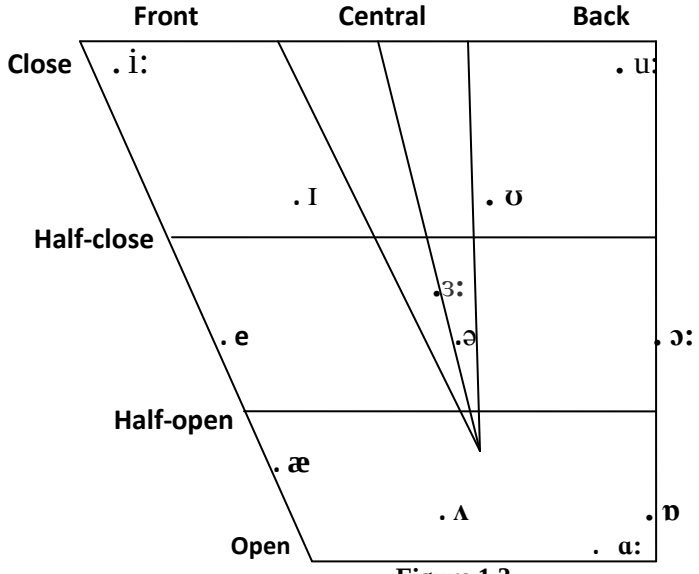


Figure 1.3

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"**.

Sl. No	Sound	Description of the Sound	Examples Underlined letters represent the sound given in column #2
1.	**/iː/**	Just below close, front, unrounded vowel	t**ea**, pl**ea**se
2.	**/ɪ/**	Just above half-close, front, unrounded vowel	t**i**n, dr**i**nk
3.	**/e/**	Between half-close and half-open, front unrounded vowel	t**e**n, p**e**ns
4.	**/æ/**	Between half-open and open, front, unrounded vowel	f**a**t, r**a**t
5.	/ɜː/	Below half-close, central, neutral vowel	th**i**rd, w**o**rld
6.	**/ə/**	Between half-close and half-open, central, neutral, vowel. It is also known as "schwa".	**a**bout, **A**merica
7.	**/ʌ/**	Between half-open and open, central, neutral, vowel.	sh**u**t, **u**p
8.	**/uː/**	Just below close, back, rounded vowel.	c**oo**l, f**oo**d
9	**/ʊ/**	Just above half-close, back, rounded vowel.	g**oo**d, b**oo**k
10.	**/ɒ/**	Above half-open, back, rounded vowel.	h**o**t, p**o**t
11.	**/ɔː/**	Between half-open and open, back, rounded vowel.	b**a**ld, b**oa**r
12.	**ɑː/**	Open, back, unrounded vowel.	cl**a**ss, p**a**ssed

Activity 2

Write down the three-term labels of the following:

1. /æ/……..
2. /ɜː/……
3. /ə/……..
4. /ʌ/……..
5. /ɒ/……..
6. /ɔː/ …….

b. Diphthongs

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

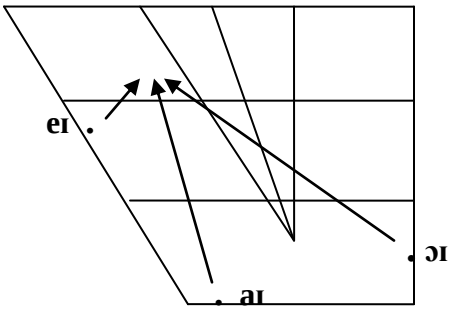


Figure: 1.4

1. **/aɪ/**

   This diphthong begins at a point slightly behind the front open position and moves in the direction of /ɪ/. (See figure 1.4). Examples: r**i**ght, t**i**me

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 1.4). Examples: P**oi**nt, Tr**oy**

3. **/eɪ/**

   This diphthong begins from slightly below the half-close front position and moves in the direction of /ɪ/. See (See figure 1.4). Examples: S**a**fe, w**a**y

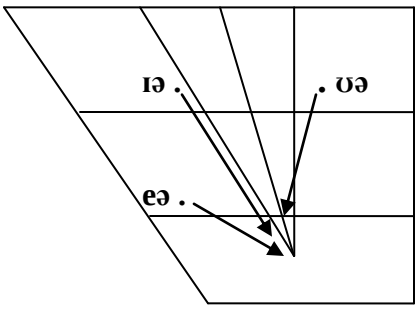


Figure: 1.5

4. /ɪə/

This diphthong begins from just above the half-close front position and moves in the direction of /**ə**/. (See figure 1.5). 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 1.5). 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 1.5). Examples: poor, moor

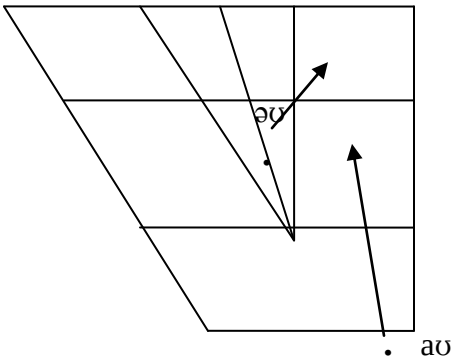


Figure 1.6

7. / əʊ /

This diphthong begins from the central position between half-close and half-open and moves in the direction of /ʊ/. (See figure 1.6). Examples: s**o**, l**ow.**

8. /aʊ/

This diphthong begins at /a:/ position and moves in the direction of /ʊ/. (See figure 1.6)

Examples: c**ow**, h**ou**se.

Activity 3

Describe all the diphthongs.

……
……
……
……
……

1.4.1.3 Consonants

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

a. 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.

b. 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 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 /ʤ/.

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/

c. 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 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, 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 consonantal category on functional grounds, but they are treated as vowel glides.

d. Place and Manner of Articulation

Place of Articulation / Manner of Articulation	Bilabial		Labio-dental		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
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**				

Vl: Voiceless **V**: Voiced

e. Description of the Consonant Sounds

The sounds given in the table given above are described below:

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	**p**en
2.	/b/	voiced bilabial plosive	**b**est
3.	/t/	voiceless alveolar plosive	**t**ub
4.	/d/	voiced alveolar plosive	**d**ust
5.	/k/	voiceless velar plosive	**k**ettle
6.	/g/	voiced velar plosive	**G**od
7.	/f/	voiceless labio-dental fricative	**f**ather
8.	/v/	voiced labio-dental fricative	**v**ast
9.	/θ/	voiceless dental fricative	**th**ank
10.	/ð/	voiced dental fricative	**th**em
11.	/s/	voiceless alveolar fricative	**s**tar
12.	/z/	voiced alveolar fricative	**z**ebra

13.	/ʃ/	voiceless post-alveolar fricative	**sh**irt
14.	/ʒ/	voiced palato-alveolar fricative	gara**ge**
15.	/h/	voiceless glottal fricative	**h**at
16.	/tʃ/	voiceless palato-alveolar affricate	**ch**icken
17.	/dʒ/	voiced palato-alveolar affricate	**J**esus
18.	/m/	voiced bilabial nasal	**m**other
19.	/n/	voiced alveolar nasal	**n**umber
20.	/ŋ/	voiced velar nasal	**th**ing
21.	/l/	voiced alveolar lateral	**l**ast
22.	/r/	voiced post-alveolar frictionless continuant	**r**un
23.	/w/	voiced bilabial-velar semi-vowel	**w**ise
24.	/j/	voiced palatal semi-vowel	**y**ellow

Activity 4

Write down the three-term labels of the following:

1. /ʃ/
2. /ʒ/
3. /ŋ/
4. /j/
5. /θ/
6. /ð/
7. /v/
8. /w/

1.4.2 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.

1.4.2.1 Stress

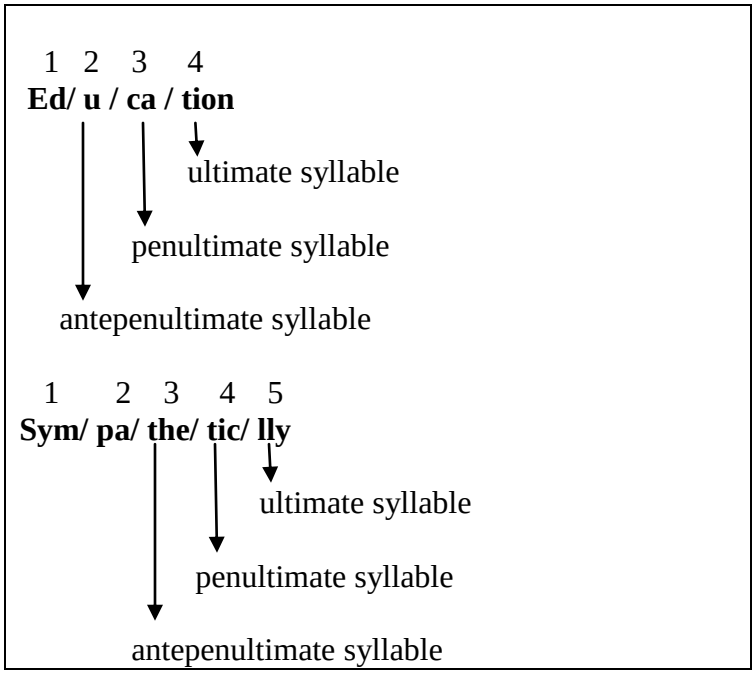
It is defined as the relative importance of syllable in a word. A syllable is made up of one or more phonemes or sounds. *A* **phoneme** *is the smallest unit of sound in speech.*

All most all the Indian languages are syllable-timed languages. It means, every syllable in Indian languages is important. Hence, all the syllables in a word 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, "edu**ca**tion" has four syllables (ed^{1}/u^{2}/**ca**^{3}/tion^{4}) 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

a. 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 " ˈ "

b. 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**
ˈobject	obˈject
ˈconduct	conˈduct
ˈproduce	proˈduce
ˈcontent	conˈtent

2. Any word ending in **–ion** has stress on the penultimate syllable.

Examples: exˈtens**ion**, reˈlat**ion**, proˈmot**ion**, eˈlect**ion**.

3. Any word ending in **–ic, –ical,** and **–ically** have stress on the syllable immediately preceding the suffix.
   Examples: ecoˈnom**ic**, ecoˈnom**ical**, ecoˈnom**ically**.
   fanˈtast**ic**, poˈlit**ical**, scienˈtif**ically**.

4. Any word ending in **–ial, –ially, –ian, –ious,** and **–ity** has stress on the syllable immediately preceding the suffix.
   Examples: ˈpart**ial**, ˈpart**ially**, pediaˈtric**ian,** amˈbit**ious and** partiˈal**ity**

5. Verbs, which have more than two syllables and end with **–ate, –fy,** and **–ize (**or –**ise**) the stress is on the antepenultimate syllable.
   Examples: ˈpunctu**ate**, ˈclass**ify**, ˈcompром**ise**, ˈsubsid**ize**
   Exceptions with "–ize" are: characterize, ˈhospitalize, and ˈregularize.

6. Any word which ends with **–logy** or **–graphy**, the stress is on the antepenultimate syllable
   Examples: biˈ**o**logy, biˈ**og**raphy

Compound Words

1. In any compound noun, the stress is on the first word.
   Examples: ˈclassroom, ˈtextbook, ˈchalkboard

2. In any compound word, where present participle comes first, the stress is on the first word.
   Examples: ˈlaughing-gas, ˈdining-table, ˈwriting-pad
3. Any compound word, which ends with suffixes **–self** and **–ever**, the suffixes receive the primary accent.
   Examples: myˈ**self**, yourˈ**self**, whatˈ**ever**, howˈ**ever.**

1.4.2.2 Rhythm

An important aspect of English is the rhythm it possesses. The presence of stressed syllables (strong forms) and unstressed syllables (weak form) make all the difference while speaking English. Example:

Was	ˈ**this**	the	ˈ**face**	that	ˈ**launched**	a	ˈ**thou**sand	ˈ**ships**	and	ˈ**burnt**	the	ˈ**top**less	ˈ**towers**	of	ˈ**Il**ium
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 stress-timed language.

1.4.2.3 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 changes on the last stressed syllable. It is known as tone. The syllable which receives the tone is known as “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

a. 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?

b. 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?

2. Requests
   Example: Please switch on the light.

3. Sentences showing doubt, incompleteness, protest or surprise.
   Examples: I may come back.

   When she called me….

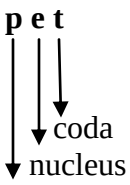
   This is not the shirt, which I asked you to buy.

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

c. 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.

d. Rising-falling tone

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

The general rule to use a falling-rising tone:

When a listener shows surprise and enthusiasm.
Example: Would you like to see London? Oh yes! (divided rising-falling tone)

Activity 5

Write down the appropriate tone for the sentences given below:

1. What is intonation? …….
2. I am good. ……
3. We went to Seetanagaram last week, did you? …….....
4. There is male chauvinism in our community. (but it is less in ….) …….
5. (You are a Telugu) I am a Relli. …….

1.4.3 Paralinguistic Features

Good speakers of English, master paralinguistic features like voice quality, clarity, pace, pauses and voice modulation along with segmental and supra-segmental features.

1.4.3.1 Voice Quality

Concise Oxford Companion to the English Language defines it as the characteristic sound of the voice produced by the mode of vibration of the vocal cords or folds. The quality of voice depends on the degree and the manner of glottal closure.

Kinds of Voice

Sexon (2003) delineates the following types of voice:

a. Breathy voice: In this type of voice, **words accompany with air**. It creates an an environment of secrecy.
b. Creaky voice: This type of voice has a **short high-pitch sound**.
c. Falsetto voice: It is a **very high sound voice**.
d. Full voice: It is a formal and dignified voice. It is also called as **orotund** or **round mouth** quality.

e. Thin voice: It is a **high-pitch sound**. It is common with old age, tiredness or weakness.

f. Chest voice: It is the **lowest speaking voice**.

g. Normal voice: It is **natural** but with **little** or **no emotion**.

1.4.3.2 Clarity

Clarity is the *quality of speech* delivered to listeners.

Our speech should be as clear as a crystal, and intelligible. Every listener should understand very sound or word that we pronounce. In other words, clarity in our speech removes ambiguity or misunderstanding and helps listener to comprehend easily whatever we speak.

Improving clarity

a. Relax your jaws and tongue

   It aids us to open our mouth freely and helps us to be precise in pronouncing the sounds of English.

b. Show punch in your voice

   Use more breath and reasonable volume. They will produce more power in our speech.

c. Received Pronunciation

   Research (Jayaraju, 2005) proves that Received Pronunciation (RP) is more intelligible than any other dialect of English. Hence, RP is clear and comprehensible.

1.4.3.3 Pace and Pauses

We have to maintain pace as per the listeners and give adequate time to our listeners to help them absorb whatever we speak. If need arises, we have to even slow down wherever necessary.

In addition, pauses also play a significant role. Pausing between two important ideas helps listeners to follow and identify important parts of our speech. It also helps us in holding their attention.

1.4.3.4 Voice Modulation

The monotonous tone in most of the cases is not helpful. The tone must change based on the importance of the point and the emotion that the speech carries. An effective speaker is he who pours life into his speech and holds the attention of his listeners.

Activity 6

List out the linguistic features of a language and explain why it is necessary for speech.

……
……
……
……
……
……
……

1.5 Summing Up

In this unit, we tried to understand different aspects of English Grammar, such as; parts of speech, types and transformation of sentences, tense, degrees of comparison, types of clauses and question tag. Here all of the above topics were briefly presented. Students should go through standard books on English Grammar that are available in the market or on Internet, for detailed study of English Grammar.

In phonetics, we have dealt with the pure vowels, diphthongs and consonants in segmental features; stress, rhythm and intonation in supra-segmental features. In paralinguistic features of English, we have studied voice quality, clarity, pace, pauses and voice modulation.

In the next unit, we will study, Listening Comprehension and Speaking Skills.

1.6 Key Terms

Pitch:	the highness or lowness of voice
Rate:	the speed with which the speaker speaks
Volume/ Intensity:	loudness of a sound

2.7 Expected Questions

Very Short Answer Questions

Write down the definitions of the following:

1. Verb
2. Adverb
3. Adjective
4. Preposition
5. Vowel
6. Diphthong
7. Syllable
8. Intonation
9. Voice modulation

Short Anwer Questions

1. What are the parts of speech (word classes)?
2. What are the segmental features? Explain
3. What are the supra-segmental features? Explain.
4. What are the rules of word stress?
5. What are the linguistic features of the language? Explain.
6. What are the different types of intonation?
7. What is passive voice? Give two examples.
8. Write a short note on direct and indirect speech.
9. Explain in brief the tenses in English.

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Unit Two

Listening Comprehension and Speaking Skills

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2.1 Listening Comprehension

2.1.1 Introduction

English language teaching in India officially began during the early the nineteenth century after the recommendations of Macaulay report. Post independent era observed a significant boost in English language teaching in India and post-1990s have further pushed the communicative approach of teaching-learning English language in India. The importance of listening and speaking started gaining through curriculum reform and modern textbooks in Indian classrooms.

The concept of listening comprehension is rarely understood and given less importance in traditional teaching-learning of language communication. But, it is said that most of the time (about 80%) during communication, one is engaged in listening activities. This data itself conveys the importance of listening comprehension in education.

Listening Comprehension: Listening is one of the most frequent activities among language skills used during communication. Language consists of four major skills such as; Listening, Speaking, Reading and Writing. Listening and Reading are considered as receptive language skills whereas Speaking and Writing are considered as productive language skills. But, listening as a language skill is not a passive skill rather an active process of language communication which involves linguistic and nonlinguistic understanding during communication. Usually, linguistic skill is referred to verbal communication and nonlinguistic skill is considered as non-verbal communication.

2.1.2 Objectives of the Unit

After reading this unit the student-teacher:

1. understands the importance of listening skill in English Language Teaching and Learning;
2. identifies the differences between listening and hearing;
3. understands the characteristics of efficient listener which can be adopted and taught to the learners of ELT;
4. knows the sub-skills of making speech and presentation;

5. understands the concept of compering and anchoring.
6. understands the concept of ‘speaking', ‘speaking skill' and sub-skills of speaking skills;
7. understands learner’s needs for speaking skills;
8. knows the nature and details of some major speaking activities;
9. knows the role of the teacher in different kinds of speaking skills development activities;
10. knows the significance of using stories in building speaking skills;
11. explores a variety of activities such as theme stories, skeleton stories etc;
12. conducts follow-up of activities such as discussion, debate, role play, and Radio show;
13. identifies real-life situations, which can be exploited by the teacher and used for oral skills activity.

2.1.3 Listening and Hearing

Listening as a language skill is most often confused with hearing in general understanding, whereas listening is different from hearing in many ways. The hearing is a passive activity which is done without any objective. An unintentional listening in which comprehension is not required is called a hearing. The hearing is a process of receiving sounds without processing through the mind. It is a kind of perceiving sounds regarding recognised vibration through the auditory organ.

On the other hand, listening is an active process in language skills which requires hearing with comprehension of sounds. A hearing activity along with an ability to accurately receive, comprehend and interpret the message is called Listening.

The differences between *hearing* and *listening* are given below for better understanding.

Sl. No.	**Hearing**	**Listening**
1	Receiving sounds through hearing organ	Hearing with processing through mind
2	Passive activity	Active language process
3	Comprehension not required	Understanding and comprehension required
4	No processing of heard sounds through mind	Processing of sound, words and sentences is actively required
5	Response activity is not required	Response and feedback is important in listening

6	Unintentional/ without an objective	Listening with an objective and required intention
7	Ability to recognise the sounds	Ability to understand the relationships between words and sentences

It is important to know the concept of hearing as well as listening in order to have mastery over communication skills in modern life. Further, it is also to note that, the difference between hearing and listening is important because most of the time, instead of listening, the learner is engaged with hearing. Therefore, the difference between hearing and listening will clarify the importance of listening in communication skills.

2.1.3.1Characteristics of good listeners

Listening is an important activity among all language skills. Therefore, a student with characteristics of good listening skills can be considered as a good communicator. Although, there are many skills enumerated by the experts of language communication, some of the specific skills essentially required for good listener are given below.

A good listener:

1. has a positive state of mind for listening and its comprehension;
2. pays attention to the speech carefully with concentration;
3. pays attention to both verbal and non-verbal languages/behaviour;
4. makes a good rapport and eye contact with the speaker;
5. encourages speaker by giving positive gestures towards the speaker;
6. uses effective gestures and postures while listening;
7. connects the listening text with his previous knowledge;
8. avoids the listening barriers such as; physical, physiological and linguistic;
9. is ready to listen for learning in any circumstance.;
10. identifies the relationship of words and sentences in the speech;
11. waits for sentences and speech to complete before judging the speech;
12. engages in post-listening activities for complete and additional information;
13. raises questions, queries and feedback at the end of the listening activity.

2.1.5 Listening activities and tasks

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

- 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 favourites Television Show in English and create a dialogue situation among your peer group.

  ……

  ……

  ……

2.2 Speaking Skill

2.2.1 Introduction

Language is primarily speech. That is, a very large number of languages in the world are only spoken and they do not have writing scripts. Even among those who use a language that has a script, like Hindi, a majority of them use the spoken form for communication. The purpose of language is to communicate that is to pass on or move our thoughts or information from one person to another person. We speak when we want to express our feelings or when we want to obtain some information. We speak to establish friendship and social relationships.

In recent years, great emphasis has been placed on the development of oral skills particularly in second language teaching in India. Materials, writers and recent textbooks have focused on the

inclusion of interesting and varied activities which require a learner to respond orally. While relating the curriculum with real-life needs of learners, school authorities and educational system to built into the curriculum various real-life situations which will systematically and efficiently help learners to acquire a repertoire of oral skills.

The need of learners to be actively involved in the classroom process and not remain passive receptacles is nowhere more important than in a speaking activity. Researchers in English Language Teaching state that in an average English period, the teacher is speaking for 2/3 of the time. Needless to say the learners, with hardly any opportunities for speaking, may feel nervous and under-confident about their skills.

The main function and purpose of language as discussed earlier is communication speaking skill a very significant role. There are at least two people in any communication. Changes in the present syllabus have given weightage to conversation skills. Even in continuous and comprehensive evaluation 20% weightage is allocated to conversation or oral skill.

In our country, English serves as a valuable link language. Many of us are either bilinguals or trilinguals and while, speaking, they mix up their own mother tongue with English liberally and express their ideas using many styles and varieties of spoken English. Sometimes, it becomes necessity for interaction between person to communicate in English at their work spots, pastime, leisure and travels, get-togethers, parties and the time of interviews, all these situations point to the need of cultivating good spoken English.

Oral presentation of the language items by the teacher is followed immediately by speaking by the students. The following precautions should form an important part of the teacher's work in each period. The teacher:

1. encourages students to speak as early as possible.
2. teaches them a number of words/phrases/sentences.
3. encourages them to speak right from the first day.
4. accepts even one-word answers to questions asked.
5. helps them to speak actively with whatever English they have.

With these precautions, a teacher can conduct variety of activities and enable them to speak correctly. For developing speaking skills a variety of function based tasks or activities can be used.

2.2.5 Making Speeches and Presentation

Speech preparation is the most important element in speaking skill. It is important to make a **successful presentation** and also the best way to **reduce nervousness and combat fear**. Anyone can give a speech but not everyone can give an effective speech.

Many experts suggested steps for effective presentation. These steps are briefly introduced here:

A. Be prepared

Being prepared is by far the most important element. How many times do you practice your speech? As a general rule, you should spend about 30 hours of preparation and rehearsal time for every hour you will be speaking. Use a tape recorder or videotape yourself. This will help you to get an accurate picture of how you speak.

B. Select a speech topic

This may seem like an easy task, but there are infinite public speaking topics. How do you choose the *right* one? How do you select a topic which is a perfect fit between you and your audience?

Your topic leads to your **core message** — the entire presentation aims to deliver this core message to your audience.

C. Create a speech outline

Your speech needs structure. Without structure, your audience will either wonder what your core message is or they will lose interest in you entirely. Sadly, this step is often skipped to "save time." A planned outline is vital**.**

D. Write the speech

Speech writing is an iterative process which begins with your first draft. Writer's block can handicap speakers at this stage.

Once the first draft is created, speech writing involves iteratively massaging your speech into its most effective form. Keeping your ego in check, you are wise to **edit mercilessly**.

Remember that **speeches should be written for the ear**; adopting figures of speech will keep your speech from sounding like an essay or legal document.

E. Start strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.

F. Apply gestures, staging, and vocal variety

At this stage, the words are ready, but that's all you have — words. A **presentation is not read by the audience**; it is listened to and watched.

These elements should **seamlessly complement your words and punctuate key phrases.**

G. Pay attention to all details

Make sure you have the right location (school, hotel, room & time). Make sure you know how to get to where you are speaking. Ask how large an audience you will be speaking to. Make sure you bring all your visual aids and plenty of handouts. Arrive early so you can check out where you will be speaking and make any last minute adjustments.

It is very important that you pay attention to even the smallest details. You can never overplant. Remember, "He who fails to plan is planning for failure"

H. Practice and solicit feedback

Great speakers seem natural when they speak, almost as though they are speaking the words for the first time. Nothing could be more wrong.

Rehearsing your speech makes you a master of the content**.** Soliciting feedback and acting on it gives you confidence that your presentation will be a success.

I. Summarize

Restate the main idea or problem, its importance, and the major points you have made. Give your listeners a chance to ask questions either during or after the speech.

J. Self-Critique: Prepare for the next speech

Although listed as the final step in the process, it's really the first step in preparing for your *next* speech.

After you've delivered your speech, examine your performance objectively. This will solidify lessons learned as you prepare for your next speech challenge.

2.2.6 Compering and Anchoring

Both terms indicate the action of drawing together disparate parts of presentation, but they are usually used in different contexts.

Comparing means 'acting as a Master of Ceremonies; it suggests a series of performers or entertainment segments.

Originally, a compere used to be a person who shouted out the dialogues from backstage and actors enacted the words on stage. But as time changed their job became minimal. So now a compere can be assumed as a person who manages live on ground events.

We know that an anchor is a metallic object which is used to place and assign a location to ship. An anchor controls the speed of the ship and grips the bottom of the ship. So news presenters were also called anchors because they had complete control of the broadcasting of the news. But now anyone who presents a television programme is called an *anchor*.

A host is generally referred as master of ceremonies who can be a moderator or interviewer for a television or radio program.

These are the ideal usage of terms. However, in today's world, they are used interchangeably.

Here we present an example of anchoring and compering scripts so students can get ideas about playing a role of anchor.

A. Anchoring Script for a Cultural Event

Anchor-1: Good Evening! Ladies and Gentleman! The galaxy of intellectuals, your Excellency, invited guests, teachers and my dear friends – how different is this evening. Dear audience, you will yourself discover the colours of cultural feast unfold!

On behalf of the Principal, teaching staff and students, we welcome you all to our Annual Day Function.

Anchor-2: We feel honoured to have with us - The Honorable Chief Guest His Excellency Mr. Biren Nanda, the Indian Ambassador to Indonesia. You hardly need any introduction; you have made all of us proud of your distinguished work in numerous capacities. You are one of the most celebrated foreign services dignitaries. Guests of Honor: Mr. Dexter Kennedy, the Pro-Vice Chairman of the School, the man of distinct vision and a fountainhead of illuminating ideas, an idol of knowledge and experience and inspiration to all of us. Mr Vipin Kumar, who is …….(add yourself)

Anchor-2: Next, I would like to call upon our respected Principal, the sculptor of human character, a seasoned scholar and navigator of this flagship of knowledge ---- to present a brief agenda and give the school presentation.

Presentation

Anchor-1: Without taking much of your time, let us start the programme.

Anchor-2: Everyone is eager to sink into the depth of music, song, lights and joy. Well, here you are. Today, we will have rainbow of cultural programmes designed under the guidance of our teachers.

First, there will be a fan dance by kids from grade 6 To 8 (This dance is performed with one or more fans and has a Japanese/Korean Origin. It involves various movements, figures and mesmerizing formations which engrosses its audience to the core.)

Dance

Anchor-1: That was indeed a lovely performance. How captivating! A blend of cosmic tune and divine music!

Anchor-2: Now hold your breath for another dance performance, a candle dance which perhaps is one of the oldest dance forms in the world. It hearkens back not just centuries but aeons ago. Dancing with flames bring us to a more elemental and archetypical state of mind. This mesmerizing, powerful and alluring candle dance performance requires full body integration.

Performance

Anchor-1: I still feel like lost in that melody dipped music notes.

Anchor-2: Well, come back now. Let's have a change.

Anchor-2: OK, what is next?

Anchor-1: Wait, wait …don't step over the clock! Come with me to the theatre of life. Now kids of grade 2 to 6 will take us to olden days. Yes, behold - we now present a drama on *Pied Piper of Hamelin*. It is a legend about many children who were taken away by a pied piper from the town of Hamelin, Germany. It is a high-level costume drama.

Drama

Anchor-2: Do you know the magic of ankle bells?

Anchor-1: Magic!

Yes, magic and music both. Here comes a wonderful ballet. It is a formalized type of dance performance which is highly technical with its own vocabulary.

Anchor-2: Really?

Anchor-1: Yes, A blend of meticulous, precise and weightless acrobatic movements.

Anchor-2: Wow! Incredible! The young dancers really held everyone captive. Awesome!

Anchor-1: Don't you think kids are more creative than the grown up.

Anchor-2: How do you mean?

Anchor-1: I mean – the kids are more talented.

Anchor-2: Can you wait a moment.

Anchor-1: What is up?

Anchor-2: Surprise, suspense, action and emotion.

Anchor-1: Come on, what is this puzzle?

Anchor-2: Now our seniors are going g to unleash a breathtaking stage performance – a one-act play "Friendship Forever".

Anchor-1: Here you are…….

Performance

Anchor-2: Now it is time we acknowledged the talent of our brimming buddies- prize distribution ceremony and annual day report, I request Principle Sir to announce the names of the winners and our honourable Chief Guest Mr. Biren Nanda to give away the prizes.

Anchor-1: Now I would like to call upon Mr. Dexter Kennedy to present the Vote of Thanks

Vote of Thanks

2.2.7 Role Play

It is a popular technique used in classes to teach and practice language items to develop speaking skill. There are three types of role plays.

1) Totally guided by the teacher.
2) Clues will be given.
3) Free.

Task 1: (with clues)

A traveller wants to book a ticket to Mumbai from Hyderabad. He is at the Railway Reservation Counter.

Place: Railway Station

People: traveller and the clerk

Role Play: You play the role of a traveller, you want to reserve a ticket for Mumbai in class A.C. Ask for the cost, time of departure, time of arrival, which platform and other details.

Language: could you tell……

Should use: what time…….

Where does it…..

Will it……etc.

Task 2:

Totally guided

To practice how to report Wh-questions, think that you have just returned from an interview. Your father wants to know what you were asked in the interview. Here is a dialogue. Form a pair with your friend and play the roles of father and son.

Father:	Hi, Anwar
Son	Hi, Dad
Father	How did the interview go?
Son	Not too badly
Father	Well, what did they asked?
Son	One of them asked me what my name was
Father	Haven't they seen your application? Then how did the interview go?
Son	They wanted to know why I had applied for a job. They wondered why I wanted to give up my present job. The director asked how long I had been working in my present job. Then finally they asked what I would do in my spare time.
Father	What did you say?
Son	What else can I say except applying for better jobs?

Task 3: Free Type.

Play the following roles:

Doctor and patient in a hospital (2 People)

A police inspector inquiring neighbours regarding a burglary. (4 People)

2.3 Summing Up

Listening is one of the most frequent activities in human communication/conversation. This language skill was neglected from the course content of English language until communicative approach became popular during the 1970s and 1980s. Listening skills can be considered as most vital to develop speaking skills as well as for communicative purposes. In recent years, the advancements in multimedia, Information and Communication Technologies and modern language labs have paved positive ways towards English language Communications. Use of advanced technologies will certainly motivate learners in developing better command over listening skills leading to language communications.

In addition, we have learnt different kind of speaking activities and the role of teachers in involving the learners in these activities. We as a teacher can play an important role in organizing these activities so that the learner gets to practice and can actively involve them in the classroom process. The aforesaid activities mainly focused are role plays, dialogues, stories, debate, radio shows etc. at the same time, there is a need to integrate speaking with other skills such as reading texts or listening inputs. Time management in this process is important because each activity has to be broken into various phases with appropriate time allotment.

2.4 Key Terms

1. Listening: Listening is a conscious and deliberate act of hearing with understanding.
2. Hearing: Hearing is just an impression of sounds on the auditory organs without any purpose. Example- noise
3. Comprehension: Comprehension is the ability of understanding with the meaning intended by the speaker/author. C

4. Compering: A process of introducing different acts and items of an entertainment on stage. Comparing means ‘acting as a Master of Ceremonies; it suggests a series of performers or entertainment segments.
5. Anecdotes: Small and always funny stories.
6. Visual Comprehension: Understanding images & words in the context it is being used.

2.5 Questions

Long Answer Questions

1. What do you understand by listening comprehension? Explain with suitable examples?
2. What is speaking? Write down the needs and importance of speaking skill.
3. What are the different steps of making speeches and presentation?

Short Answer Questions

1. What is the difference between hearing and listening?
2. What are the characteristics of listening skills?
3. What are the sub-skills of speaking?
4. What do you mean by role-playing? Write in brief.
5. What is anchoring? Give an example of anchoring.
6. What do you mean by role play? Give an example.
7. What are the types of role play? Give suitable examples.

Very Short Answer Questions

1. Listening is a …… skill. (productive/receptive)
2. Hearing is ……. process. (an active / a passive)
3. Define the term compering with suitable example.

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Unit Three
Reading Comprehension and Writing skills

Structure of the Unit

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1.0 Introduction

Reading comprehension is not just answering a few questions on the reading of a paragraph. For a student pursuing higher education, understanding a text at a deeper level with the help of both vocabulary and context becomes part of his studies. Take for example following line:

The fishing boat, its hull in serious need of paint, was still riding high in the water when it returned to harbour.

What the line suggests: If the boat is riding high in the water, it means that it is empty or nearly empty and that they have caught nothing. The word still suggests that this is not the first time this has happened. When you add its hull in serious need of paint, you would probably be correct in guessing that the owner is down on his luck (in a difficult situation) and has neither the money nor the energy to paint his boat. You might even conclude that he is depressed (Introduction to reading comprehension, Academic English, p.33)

Writing offers three benefits. Firstly it helps us in understanding the structure of sentence-making; secondly, it makes us good reader and listener; finally, writing makes us a strong thinker. There are different forms of writing – writing for a newspaper, writing a letter, an invitation, a resume, etc. An invitation cannot be written like a letter; likewise, a resume cannot be written like an invitation. Thus, it is necessary to learn the skills required for different types of writing.

1.1 At the end of the unit the student-teacher:

1. enjoys reading activity;
2. understands different words and develop a good reading habit;
3. enjoys reading stories and English books;
4. makes self-reliant and independent readers;
5. understands the importance of speed of reading ;
6. improves the speed of reading while reading different texts;
7. writes grammatically correct English;
8. writes paragraphs and clear account of events;

9. writes messages notices and letters;
10. knows and writes different types of letters;
11. understands the concept of resume and knows how to prepare a resume;
12. develops the art of writing invitations for various events;

1.2 Reading Comprehension

There are four important skills for learning any language. They are listening, speaking, reading and writing. They are four pillars of learning any language. These skills are interrelated and influence each other. It is clear that when one listens more he can speak fluently and when one reads more his/her vocabulary increases and eventually enhances writing skills. This can be represented graphically in the following manner.

Listening ⟹ Speaking

Reading ⟹ Writing

1.2.1 Meaning of Reading Comprehension

The meaning of the term reading comprehension is the ability to read a text, process it and understand its meaning. In reading comprehension, readers use complex cognitive skills to understand what they have read. Hence, the ultimate goal of reading is reading comprehension. It requires the ability to integrate text information with the knowledge of reader and finally results in the elaboration of mental representation. In short, reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Process of Reading Comprehension

The process of reading comprehension involves two important elements. They are:

a) Vocabulary Knowledge, and
b) Text Comprehension.

In order to understand a text, a reader must be able to comprehend the vocabulary used in the text. Besides understanding each distinct word in a text, a reader should be able to put them together to develop an overall meaning of the text.

Reading comprehension is a complex skill that can be developed in learners. The reading comprehension strategies must be developed among learners. It is worth mentioning that teaching these strategies should be extended to higher levels, where their reading materials become more diverse and challenging and learners need to learn new comprehension strategies for understanding the text.

Activity: Exercise on reading comprehension

Read the following passage carefully

"What would the world do without tea?" the writer Sydney Smith asked over 150 years ago. It's no idle question. Tea is the world's most popular drink, after water. And it provides protection against several health threats.

Heart Helper in a Dutch study last year of 4807 people, those who drank at least two cups daily had half the heart attack risk of non-tea drinkers. Last year, researchers in Boston found that heart patients who drank two or more cups daily were 44% less likely to die over the next four years.

A recent US study showed that tea can lower bad cholesterol levels by an average of 10%. In cases where dangerous cholesterol has already struck to artery walls, flavonoids, the antioxidants in tea, are thought to prevent it from damaging the inner lining.

Cancer fighter in Japan, a 1998 investigation found that drinking ten or more cups of green tea every day delayed the onset of cancer by almost nine years in women and about three in men and a Canadian study from 1998 suggests another benefit for males: Men who drank three cups a day were 30% less likely to develop prostate cancer.

Bone builder flavonoids in tea seem to protect bones. Tea also contains fluoride and substances that stop bacteria from sticking to teeth, which together help fight cavities.

Green and black tea is probably equally protective, says Jeffrey Blumberg, a US nutrition researcher. Even iced tea is beneficial, though it’s usually more diluted.

(Source: Reader’s Digest)

Reading is a purposeful activity. The purpose can vary from person to person. Generally, the purpose of reading is to:

a. understand the main idea in the text, or understand the gist of it;
b. find the specific information from text;
c. understand the idea that the writer wants to convey through the text;
d. understand broadly the subject matter; and
e. understand the writing style and use of language etc.

1.2.2 Types of reading

There are four types of reading. They are listed below:

a. Intensive reading
b. Extensive reading
c. Skimming
d. Scanning

Let us discuss each one of them in detail.

a) Intensive Reading

Intensive reading is regarded as important means of learning a language. Intensive reading implies vigorous reading, concentrated fully on the text. The reader tries to study the text thoroughly and understands minute details of it. It involves reading in detail with a specific purpose in mind and emphasis is laid on precise understanding. In this type of reading, the reader tries to comprehend the ideas, analyze each word and some time, even feel the emotions or feelings of writer expressed in the text.

b) Extensive Reading

Extensive reading involves reading a large number of texts without bothering to understand every unknown word or structure. It is meant for getting an overall idea, general meaning and theme of material. It does not go into details of language, its construction and beauty. Hence, in extensive reading reader reads both for information and pleasure.

Characteristics of extensive reading

Richard and Bamford (2002) provided a list of the characteristics of extensive reading.

1) The reading material should be easy and interesting to learners.
2) There is a wide variety of text types and topics to choose from.
3) Reading is for pleasure, information and general understanding.
4) Materials are within the language competence of the students.
5) Reading is individual and silent.
6) Teachers orient and guide their students.
7) Enhances general language competence.

c) Skimming

Skimming is used for getting general idea or gist of the article. It is a fast reading technique often used with a purpose in mind. For example, sometimes, we will skim through a newspaper for getting an overall idea of what's happening. We will not read each item of news in detail. It involves reading for getting only the main idea and a general view of the content.

Steps for skimming

a. Read the title
b. Read the introductory paragraph
c. Read the subtitles and comprehend the relationship between them
d. Read the final paragraph or conclusion

d) Scanning

Scanning is another tool for fast reading. In scanning, the reader looks for any specific information and not going for other details of the text. In other words, scanning is reading a text for locating particular information. It is not necessary to understand the whole text to do the scanning. Looking for a particular phone number in a telephone directory is an example for scanning.

Steps for scanning

a. Establishing the purpose: what type of information is needed from the text.
b. Anticipate in what form the information is likely to appear- number, name etc.
c. Analyse the content.

In scanning, a reader can skip a large amount of text without reading or understanding them.

1.2.3 Speed of Reading

Reading is a part of human life. Often, people usually start its day by reading a newspaper. People are also in the habit of reading magazine, books, letters, messages, emails etc. Thus, while reading, an individual is involved in an active process of interacting with the written text. But we see some people reading a text very fast and some very slow while others read at an average speed. You too might have a similar experience of reading a text either very fast or very slow or at an average speed.

While interacting with a text, the pace with which we read is called the speed of reading. In other words, the speed of reading normally means a number of words per minute a person can read. Ideally, an average number of words a person can read is around 25-300 words per minute read. Anything more or less than that is called fast or slow reading.

The pace of reading depends on two factors: (i) kind of text (ii) purpose of reading

Kind of Text

Kind of text relates to textual material available to the reader to read. The textual material may be in the form of a book, legal contract, magazines, scientific papers, general articles in newspaper etc. If the textual material is technical like a legal contract or scientific paper wherein words used has specific meaning and interpretation then the pace of reading a text cannot be fast because it will not help the reader to understand clearly what the words or sentences mean. But, if the textual material is non-technical then obviously speed of reading can be enhanced as it is important to understand the whole of the text. But, eventually, it is important to note here that speed of reading varies with the purpose of reading the textual material. So, what is the purpose of reading a text is more important as it determines the speed of the text?

Purpose of Reading

Do you remember your childhood days when your parents gifted you books ranging from comic, fiction, novel to textbooks and reference books? While reading a comic book or novel or fiction you normally read at a faster rate. While reading a textbook or reference book you slow down your speed. In the first case, reading was conscious and it for an examination. In the second case, reading was done for pleasure. So, the purpose is either to enjoy or get information that determines the speed of the reading.

1.2.4 Characteristics of a Good Reader

A good reader has several characteristics. They are:

The reader:

1. has a purpose for reading and makes predictions about the content of a passage;
2. uses multiple strategies to check the understanding of a text;
3. reads faster;
4. makes relevant observations;
5. forms opinions about the text;
6. identifies the key ideas;
7. draws inferences from the words, lines and paragraphs;
8. draws background knowledge as they read; and
9. summarizes a text that has been read.

1.3 **Writing Skill**

1.3.1 Paragraph Writing

What is needed is more simplicity, not more sophistication! Aim "to inform, not to impress.

Frances Luttikhuizen

Writing is that area of language that demands more time and labour to master. A learner can improve his or her writing if s/he is guided how to put his or her thought in a concise and simple way. This lesson will cover the techniques of writing a paragraph.

a. What is a paragraph?

Throughout your school and college career, you have heard it all the time; ‘Read the paragraph. ‘‘Write a five-paragraph essay”, ‘‘Organize your paragraphs”... but what is a paragraph? A paragraph is a section of a piece of writing covering a topic.

Let's look a bit closer at that definition. The first part states a paragraph is ‘a section of a piece of writing'. This means paragraphs break down larger pieces of writing. For example, imagine you are reading a chapter in your history textbook on President A P J Abdul Kalam. Each section of that chapter will be broken into paragraphs. The paragraphs will help you follow along with the ideas throughout the entire chapter.

The second part of the definition states ‘a paragraph covers a topic. ‘Within that larger piece of writing, each paragraph should explain just one concept related to the larger topic. For example, in that chapter on President Kalam, you may read one paragraph that describes his childhood. That paragraph should focus on only his childhood and not the other parts of his life.

For illustration purpose, look at the above writing; the present piece of writing talks about what a paragraph is, and it is comprised of three paragraphs, each with a single topic. For example, the third paragraph deals with the discussion that a paragraph always covers a single topic. We can make it in a single paragraph by stringing together four different distinct paragraphs into a definition paragraph.

Throughout your education, you have heard it all the time; ‘Read the two paragraphs.‘ ‘Write a 5-paragraph essay,‘ ‘Organize your paragraphs‘... but what is a paragraph? A paragraph is a section of a piece of writing covering one topic and indicated by indentation. Let's look a bit closer at that definition. The first part states a paragraph is ‘a section of a piece of writing'. This means paragraphs break down larger pieces of writing. For example, imagine you are reading a chapter in your history textbook on President A P J Abdul Kalam. Each section of that chapter will be broken into paragraphs. The paragraphs will help you follow along with the ideas throughout the entire chapter. The second part of the definition states ‘a paragraph covers one topic’. Within that larger piece of writing, each paragraph should explain just one concept related to the larger topic. For example, in that chapter on President Kalam, you may read one paragraph that describes his childhood. That paragraph should focus on only his childhood and not the other parts of his life.

b. Purpose of a paragraph

Now that you know what a paragraph is. Let's discuss why paragraphs are important. As we saw earlier, paragraphs help to keep a large piece of writing organized. Each paragraph should cover one specific concept. They provide a flow to the writing overall. When you write assignments or essays, paragraphs will help you keep your ideas organized. You should even decide the topic for each paragraph before you begin writing. Then you can organize the whole piece of writing by deciding the order of the topics, and thus, the paragraphs. If you do this and stick to one main idea per paragraph, then your paper and your ideas will not be confusing.

Besides helping writers, paragraphs also help readers. Imagine you are reading a chapter on President Kalam. What if the first few sentences were about how he was elected, the next few were on where he was born, the next on his death, and the next on the start of his science career, wouldn't you be completely confused? Having one paragraph for each of those topics will help you make the reader comprehend your ideas. Furthermore, you will not be overwhelmed with information and will remain interested in the writing.

A paragraph is a piece of writing, as the definition shows itself here. Therefore, what comprises a good writing must be discussed. If a student can write intelligently, well-organized, he or she is well on their way to great writing. A good writing comprises of five elements: (i) purpose (ii) audience (iii) clarity (iv) unity (v) coherence

a. Purpose

When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

The three most common objectives of writing are:

- to inform the readers
- to persuade the readers
- to entertain the readers

Writers often create a purpose statement before they begin writing. A purpose statement is a short sentence that clearly defines the point of the paragraph. Going over the purpose statement while you write will help you to stay on topic and maintain the focus of your writing.

For example, if you are going to write a paragraph about how much A P J Abdul Kalam loves development, your purpose statement would read something like this:

- The purpose of this paragraph is to explain the vision of A P J Abdul Kalam for India among developed nations.

Another example of purpose statement can be given on the topic 'how dirty our cities are':

- The purpose of this paragraph is to describe how dirty our cities are becoming.

Although it might seem obvious that a paragraph should have only one topic, many fail to remain "on topic." It is very easy to lose focus and include material that does not fit in the paragraph. This extra information might belong in a new paragraph, or you might not need it at all. If you use a purpose statement, you can check that each sentence in the paragraph actually fulfils the purpose of that paragraph.

Activity 1

Give purpose statement on the following topics

Topics	Purpose Statement
Loss of values	
Water Crisis	
Need of English	
If I Were a Bird!	
Who is Called a Hero	

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph. Audience can be reached through (a) viewpoint or person (first, second, or third) (b) formal or informal writing

i. Viewpoint or person (first, second, or third)

The first person includes "I, we, me, us, mine, ours, my, our". Use the first person when you write about your personal experiences. The second person includes "you, your, yours". DO NOT use the second person when you write for college. The third person includes "he, she, it, they, him, her, them, his, hers, theirs". This is the most common point of view you will use when you write for college.

- First Person: Yesterday I went to the beach with my cousins.
- Second Person: After filling the sink, you must then add detergent.
- Third Person: He turned quickly and saw them leaving the theatre.

A paragraph should not jump from singular to plural nouns and pronouns consistent with respect to the person. Good writers do not shift between the first, second, and third person within a piece of writing. Look at the sentences wrongly structured in terms of number and pronouns.

- When a person goes shopping, ~~you~~ should always look for sales.
- One should carpool if ~~you~~ want to save on gas
- Doctors warn people that ~~you~~ should "watch what ~~you~~ eat."

Corrected

- When a person goes shopping, he should always look for sales.
- One should carpool if one wants to save on gas
- Doctors warn people that they should "watch what they eat."

ii. Person in Formal or Informal Writing

Most of the writing that you do for school is considered formal writing. In many cases, writing uses formal techniques in the third person. The informal audience is often family and friends. An informal approach is conversational in nature and more suited to a diary or an email to friends than a piece of academic writing. If you write a letter to your brother, it is addressed in an informal tone, but if you write a letter to the head of the department, your style of addressing must be a formal one. If your teacher asks you to write a paragraph on 'Corruption in India' your tone of addressing must be in the way that it does not humiliate his stature of being a teacher. You must not write as:

'Yeah! Right! You ask me to write on corruption. Ok. Even you know about it more than what I could say about it. Everyone knows it. Anyway….'

Examples of formal and informal sentence

Formal	Informal
If you have any question, please do not hesitate to call.	It would be cool if you'd give me a ring.
We have pleasure in announcing that …	I'm happy to say that …
Any loss of this document should be reported Immediately.	If you lose it, then please contact us as soon as possible.
We can assist in the resolution of this matter. Contact us at our toll-free number.	I can help you to solve this problem. Call me

Activity 2

Choose appropriate pronoun according to writer's point of view.

Last night I/me went out to play with a friend. We/us played jump rope and chased spiders before the moon came out. Mine/My mother came out to find me/my. When he/she found I/me my mother told me/I it was time for bed. When I/me said goodbye to my friend her/she told me us/we would play again tomorrow.

c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. For example, a sentence like 'It makes us pleasure' is unclear. It may be like 'It gives us pleasure'. Two ways that you can improve clarity: (i) Using descriptive (or precise) words (ii) Using clear pronoun references.

(i) Using Clear, Descriptive Language

Using clear, descriptive language improves clarity in a paragraph. It helps the reader see accurately the person or thing the writer is describing. Avoid vague and unclear words, such as good and nice. Instead, choose clear and precise words.

Take this sentence:

At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a good runner.

What about the use of the adjective good in the above sentence? Here the adjective does not feature him accurately for what he is. Think to replace good with some other adjectives like outstanding, exceptional, phenomenal, etc.

At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is an outstanding/exceptional/phenomenal runner.

Adding adjectives or prepositional phrases can make your sentences more specific and descriptive to improve the clarity of your writing.

Examples:
Original:

- The boy quickly ate the food.

More specific:

- The boy quickly ate the stolen food.
- The hungry boy quickly ate the stolen food.
- The boy quickly ate the food in the dark.

- The tired and hungry boy ate the stale food from the junk.

Activity 3

Suggest three alternative words that are more descriptive or precise than the adjectives that are given. Use a dictionary or thesaurus to find appropriate adjectives.

good	wonderful	incredible	Delightful
bad	horrible	terrible	Awful
fun			
big			
small			
old			

(b) Clarity in Sentences

Just as it is important to maintain clarity at the word level, it is also important at the sentence level. The following non-descriptive sentences are followed by revised versions.

Vague sentence	Clear sentence
The boy went to the store.	Akram went to the computer store to purchase a pen drive.
Zara took her things with her.	Zara took her sunblock, glasses, and a towel when she went to the beach.
The house was slightly dark.	The house was dimly lit; the only source of light was a candle in the hallway.

(c) Clear Pronoun Reference: Writers often use pronouns to avoid repeating a noun in a sentence or paragraph. Pronouns can make your writing clear and precise as long as every pronoun refers to a specific noun. When a pronoun reference is unclear, you can correct this by using the precise noun.

d. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence. Look at the bolded sentence. The paragraph's topic is 'Cleaning the Room'.

Cleaning your room is not difficult if you follow some simple guidelines. First, you must pick up all of your clothes off the floor. Then decide which clothes are dirty and which clothes are clean and put them in their appropriate places. It is important to wash your clothes with good-quality laundry detergent to keep them looking neat and clean. After that, you should put away any items that are out of place. The next step is to dust all of your furniture, such as your nightstand or dresser. The final step is to mop or vacuum the floor, depending on its surface. Once you have finished these steps, you can relax as you think about your good work.

The paragraph is all about cleaning the room, not about cleaning the clothes. It tells the reader about the importance of doing laundry with a specific type of laundry detergent. Because the sentence does not support the purpose of the paragraph, it should not be included.

e. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: (a) logical order (b) repetition of keywords (c) use of transitional words and phrases

(a) Logical Order: Let's remake the paragraph on 'Cleaning the Room'.

1. You should put away any items that are out of place.
2. Cleaning your room is not difficult if you follow some simple guidelines.
3. First, you need to decide which clothes are dirty and which clothes are clean and put them in their appropriate places.
4. You must pick up all of your clothes off the floor.

5. The next step is to mop or vacuum the floor, depending on its surface.

6. The final step is to dust all of your furniture, such as your nightstand or dresser.

7. Once you have finished these steps, you can relax as you think about your good work.

All of the seven sentences tell us something about cleaning the room but in a haphazard manner. Order of the sentence is illogical. So it is important to follow a logical order in your writing.

Activity 4

The following sentences form a paragraph, but they are not in the best order. Then read the sentences and then number them from one to five to indicate the best order.

1. He starts his day by putting on his black cape and tall black hat.
2. When he arrives, he puts on a performance that includes jokes, card tricks, illusions, and magic tricks.
3. When his performance ends and the audience is happy, Michael returns home, satisfied that he has done his job as a magician well.
4. Michael's typical day at work is far from ordinary.
5. He then grabs his magic wand and gets into his car and drives to a different location each day, usually a birthday party or other special event.

(b) Repetition of Key Words: Good writers know that certain keywords need to be repeated in a paragraph to keep the reader focused on the topic. Sometimes students worry that using the same word, again and again, can sound too repetitive. To avoid being repetitive, you can also use pronouns or synonyms to replace these key nouns.

(c) Transitional Words and Phrases: Transitional words and phrases are essential to maintaining the flow and coherence of a paragraph. They are the links between ideas. In above paragraph on 'Cleaning the Room' look at the transitional words such as first, then, after that, next, etc. Within a paragraph, transitions are often single words or short phrases that help to establish relationships between ideas and to create a logical progression of those ideas in a paragraph.

Commonly Used Transitional Words and Phrases			
To give examples	for example	for instance	namely
To add information	and	next	in addition
To compare or contrast	in contrast	by comparison	on the other hand
To show time	finally	after	before
To emphasize	for these reasons	obviously	without a doubt
To show sequence	first (second, third, etc.)	next	at the same time
To summarize	therefore	thus	in conclusion

Now we have finished at looking how writing is accomplished. Our next task is to understand how a paragraph is constituted. If you have already grasped the above points on writing, three-fourths of your labour could be saved.

Paragraphs are the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences; a paragraph is half a page long, etc. In reality, though, the unity and coherence of ideas among sentences are what constitutes a paragraph. A paragraph is defined as "a group of sentences or a single sentence that forms a unit" (Lunsford and Connors 116). Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea.

The decision about what to put into your paragraphs begins with the germination of a seed of ideas; this “germination process” is better known as brainstorming. There are many techniques for brainstorming; whichever one you choose, this stage of paragraph development cannot be skipped. Building paragraphs can be like building a skyscraper: there must be a well-planned foundation that supports what you are building. Any cracks, inconsistencies, or other corruptions of the foundation can cause your whole paper to crumble.

1.3.2.3 Structuring a paragraph

The basic parts of a paragraph:

- topic sentence
- controlling idea
- supporting sentences
- concluding sentence

a) Decide the Topic of Your Paragraph

Before you can begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

- On what topic am I supposed to be writing?
- What do I know about this topic already?
- If I don't know how to respond to this assignment, where can I go to find some answers?
- What does this assignment mean to me? How do I relate to it?

b) Develop a Topic Sentence

Before writing a paragraph, it is important to think first about the topic and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to what you want to say about the topic. This concept is sometimes called the controlling idea.

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, you may need more than one sentence to express a paragraph's controlling idea.

A topic sentence expressing the controlling idea tells the reader the point of all the evidence the writer is going to put forward. Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. Good topic sentences should always contain both a topic and a controlling idea.

Look at this short paragraph on 'Piranhas':

Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

The underlined sentence tells us something about what the following sentences would be. This is topic sentence as well as controlling idea that limits our idea on piranhas' ferocious nature of eating human being which the writer is going to defend.

Piranhas (topic) **rarely feed on large animals** (controlling idea).

The same paragraph could be started with a different topic sentence (underlined).

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

c) Demonstrate Your Point (Supporting Sentences)

After stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point.

Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?
- How can I support my point with specific data, experiences, or other factual material?
- What information does the reader need to know in order to see my point

A list of the kinds of information you can add to your paragraph

- Facts, details, reasons, examples
- Information from the readings or class discussions
- Paraphrases or short quotations

- Statistics, polls, percentages, data from research studies
- Personal experience, stories, anecdotes, examples from your life

In above paragraph on ‘Piranhas', the sentences following the topic sentence are clarifying the writer's thought. He is trying to illustrate or exemplify the topic sentence by giving information about facts regarding piranhas.

1.3.2.4) Conclusion

Link one paragraph to the next and provide another device for helping you ensure your paragraph is unified. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate.

Model paragraph

Failure in school 1. Failing school examination does not always predict failure in life. 2. Albert Einstein, one of the world’s geniuses, failed his university entrance examinations on his first attempt. 3. William Faulkner, one of America’s noted writers, never finished college because he could not pass his English courses. 4. Sir Winston Churchill, who is considered one of the masters of the English language, had to have special tutoring in English during elementary school. 5. These few examples show that failure in school does not always predict failure in life.	1-Topic sentence 2, 3, 5- Supporting sent. 5- Concluding sent.
Olympic and fitness 1. Olympic athletes must be strong both physically and mentally. 2. First of all, if they hope to compete in an Olympic Sport, they must be physically strong. 3. Furthermore, aspiring Olympians must train rigorously for many years. 4. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. 5. In addition to being physically strong, athletes must also be mentally tough. 6. This means that they have to be totally dedicated to their sport, often giving up normal school, family and social life. 7. Being mentally strong, also means that they must be able to withstand the intense pressure of international competition with the accompanying media coverage.	1-Topic sentence 2,3,4,5,6,7-Supporting sentence. 8-concluding sentence.

8. Relieving themselves with these constraints and focussing on health building can only excel them in Olympics.	
College versus School 1. College students should understand that there are many skills and behaviours that are necessary in order to be successful. 2. College is very different from high school, so students need to realize that just getting by, not completing homework regularly, and relying on teachers to remind them of deadlines will put them at risk academically. 3. Instead, college students need to acquire a more responsible and adult mindset to help them achieve their goals. 4. Although there are behaviours that students should adopt, there are some specific ones that will be most beneficial. 5. Students should regularly attend classes and labs, diligently take notes and ask questions, do all course assignments, and study for exams.	1-Topic sentence 2,3,4-Supporting sentence. 5-Concluding sentence.

1.3.2 Letter Writing

Do you like writing? Few of us do. Most of us like to read, or talk to others, and listen to others talk. But we usually do not write unless there is a need. When we write, we are never sure how it will be understood by the reader. So, we take extra care when we write formal or informal letters. The letter may be a written message, request account of events, etc. sent by one person to another.

There are different types of letter writing – informal and formal letters. Formal letters are written to employers seeking a job, to some organization for redressal of grievances, letters of public concerns which appear in the newspaper etc. The main aim of any letter is to convey an idea, thought or message. Hence, a letter should convey the message or the idea clearly.

(a) Letter Head: It consists of the writers' address and the date of writing. Mostly, the heading is written at the top right-hand corner of the page. The punctuation mark is essential.

The date should appear under the address. Put a full stop after writing as 1st December 2016 or 01 January 2017.

Name and address of the addressee

To whom the letter is addressed

This may be written on the left-hand side of the page at the top or at the foot of the letter.

(b)The salutations: Usually, respected sir, dear sir, etc. is written on the left-hand side of the page, a line below the date. Put a comma after the salutations. Salutation depends on the relation in which the writer stands to the person addressed. The following four of salutation is used in different context.

For blood relations, friends and dear one-younger one	My dear friend, Dear Friend
For blood relation – elder than writer	Dear Uncle/Aunt, etc.
For formal salutation officers, principal, headmasters, editors, present or prospective employee	Sir/Madam
Shopkeepers, businessmen, managers	Dear Mr./Ms Name

If you are writing a formal letter to a lady whose name you know, address her as Madam. If you do not know her name or status, write Dear Miss/Ms./ must be followed by the lady's name. The salutation words first letter should be in Capital Letter. If the salutation consists two words, the first letter of both should be in the capital. But, if there are three words, the second one should not be capitalized.

For example, dear mother, my dear mother, dearest should not be used for father, mother, wife, husband etc, as this implies more than two entities. However, it can be used for a friend, brother, sister, and uncle.

(C) The Body of the Letter: This is the most important part of the letter, this consists the purpose of the letter. The body of the letter should be written in simple style using the reported speech. It

should be brief and explained easily. The body style of the letter depends on the type of letter. There are three main parts of the body:

- Beginning
- Content of the letter
- Complementary close

Concluding line: It depends on letter form (formal and informal)

- for parents and elders – with love and respects, with love and affectionate regard
- for younger relatives – 'with love' 'best wishes';
- for friends – with best regards, with best wishes;
- for official letters – thanking you

Use some polite words to make the letter effective and impressive. Opening salutation should always agree with the closing salutation

For relative and friends	Yours affectionately, your loving friend etc.
For friends and acquaintance	Yours sincerely, sincerely yours
Government officials, editors, shopkeepers, private firms, etc	Yours faithfully, yours truly
Principal, headmasters etc	Yours obediently
Strangers	Yours faithfully
For employment, from one official to another, complaints or request to official	Yours faithfully

The first letter of the saluatation should be in capital and the first letter of all other words is small. No apostrophe is used in "yours".

(d) Signature: The signature is the last part of the letter and tells us who has written the letter.

If it is an informal letter, sign with the name.

If it is a formal letter, sign with initials and surname or with the signature you normally use for bank or business transaction.

1) Formal or Public

To

Designation of person
Name of the Institution/Organization
Address of the Institution/Organization
City-Pin-Code.

From
Name of the person (Mrs/Ms)
Address city-Pin Code

1. Informal Letters: Informal letters generally refer to letters written to friends and relatives. Such letters are written in conversational style. There are no strict rules on length, they should be warm. While it may be important, do not fill the letter with yourself, your problems, and your achievements. Make your letter reader oriented.

   Informal Letter

   44/7905
   Indira Nagar
   Barelly-5
   10 October 2016

My dear Ramesh,

I was glad to receive your letter. It is good that you have been selected for the basketball team of your school. But do not engage yourself too much in sports and neglect your studies.

You wrote to me that you are developing a good personality. One should work hard to develop it. A good personality is necessary for success in life.

Meenu wrote to me that she will be coming home in the second week of the next month. Will your mid-term examinations be over by that time? She wants you to be here when she comes.

Next time, I will send you a few good books.

Yours loving brother,
(Dinesh)

In the same manner personal letters can be written, from daughter to father, from daughter to mother; from son to mother and so on in personal relations and friends and family friends.

Social correspondence: Social correspondence includes letters of invitation, congratulation, thanks, apology, sympathy and the like. Social correspondence is of two types: (i) Informal and (ii) formal.

(i) Informal communications are notes, handwritten in the first person.

(ii) Formal communication includes large social functions. They are usually typed and are in the third person. The phraseology of formal letters is standard and fixed.

Letters of congratulations: There are cheerful messages. Depending on this circumstances, letters of congratulations may be brief and formal or in informal conversation. Such letters are written on the occasion of marriage, on the birth of a child, wedding anniversary, etc.

(1)Birthday Wishes

Dear Tarsem

Twenty years ago, you were born. On this day, best wishes to you. This is your first birthday you left this place. I hope you will enjoy the day very much.

Affectionately,
Rohan

(2) Marriage Wishes

Dear Sheela,

I wish you and your husband an ever-increasing happiness as years pass by.

Affectionately,
Deepa

(3) Congratulations on success in examination

Dear Fareeda

Congratulations for securing good marks in your examination. My parents are also very happy that you have got such high percentage in your examination. My sister also congratulates you on your brilliant success.

Convey our regards to your parents and brothers.

Yours affectionately
Deepak

(4) Letters of Condolence

Dear Renu (friend)

I just heard of the sudden death of your mother. It was a great shock to hear it. She was very kind and affectionate to me; she was like my own mother.

I will never forget her.

I send you my heartfelt condolence and share your sorrow.

Affectionately,
Deepa

Formal or Public Letters: Formal letters are those letters, which are written to the people, who are not relatives and friends. Their letters are usually precise and simple.

1) School / colleges/university correspondence.
2) Official correspondence.
3) Employment letters.

4) Complaints and suggestions letters to the editors.
5) Miscellaneous letters.

1. School/colleges/university correspondence: Sometimes you have to write letters to college or university authorities regarding matters such as admission, hotel accommodation, examination, migration certificate and many others. There letters are formal, short simple and to the point. The salutation should be ‘sir’ or ‘madam' and the subscription ‘yours obediently'.

Example 1: Application from students to principal seeking admission to hostel

B.Ed 1 year
MANUU CTE, Nuh
12 July 2017

To
The Principal
CTE, NUH
MANUU,

Sir,

I am B.Ed. student of 1 year. I am from Bihar. Nuh is totally new place for me. I am facing accommodation problem after coming here. I request you grant me admission in the university hostel, so that, I may be able to continue and complete my studies successfully.

I would be very much obliged to you for taking the necessary action for the same.

Yours obediently,
Rashida

Example 2: Application from students to Registrar seeking permission to appear in examination

B. Ed. Students
MANUU CTE, Nuh
01 May 2016

To
The Registrar
MANUU
Gachibowli, Hyderabad

Sir,

I am a B.Ed. student of CTE, Nuh. I am supposed to appear for the final for examination which will start from 07/05/2016 but I have fallen short of attendance for about one month from 20th October to 21st Nov 2016. During this time, I had been suffering from dengue fever and was unable to attend college. My leave application along with medical certificates was submitted to the principal of my college and medical leave was sanctioned to me.

I had attended the classes and followed the rules of the college. Photocopies of the relevant medical certificates are enclosed for your kind perusal. I shall be most thankful if you consider my case and allow me to appear in the examination.

Thanking you,

Yours obediently,
Asmal Ahamad

2. Leave Application: Leave application is a letter written by students and teachers to their principals, and employees to their employers or immediate superiors, asking for leave. There are some important points:

Leave applications should be to the point. There is no need to give an elaborate reason.

1) It should be neither too aggressive nor too brief.
2) The reason for asking for leave should be clearly stated.

3) Leave letters are addressed to the immediate superior, so always end with "Thanking you".
4) The closing salutation should be “yours faithfully”.
5) Submit the application before proceeding for leave.

Example 1:

PRJ, I
MANUU Model School,
Nuh
25 October 2016.

To

The Principal
MANUU Model School
Nuh

Dear Sir,

I have some urgent personal work in concentration with sisters marriage. Kindly grant me casual leave from 26th to 29th October 2016.

Thanking you,

Yours faithfully,
Wasim Khan

Employment Letters

Application for the Post of Stenographer

To
The Advertiser
Box No. 3420
The Hindustan Times
New Delhi

Sir,

I wish to apply for the post of the stenographer advertised in 'The Times of India' on 20 April 2016.

Please find enclosed a copy of my resume giving details of my qualifications and experience.

I am 21 years old. I have passed my B.A. examination from Delhi University in 1998. I have a typing speed of 50 w.p.m and shorthand at 120 w.p.m. I am working as a stenographer with a reputed company in Delhi for the last two years. The only reason to leave the present job is to improve my prospects. I hope you will consider my application. I assure you that I shall make every effort to be worthy of the confidence placed on me.

Yours faithfully
Imtiaz Ahmed

1.3.3 Invitations

Invitation Letter is a type of letter written to an organization or an individual for their participation or presence in an event or an occasion. The occasion can be official or personal. The invitation is an important part of organizing any event or any social function. It provides the basic information for conducting the event. Invitation helps to set the overall tone for the event and will help to find out the number of guests attending, seating arrangement, food selection and service etc. The type of invitation letter depends on the type of event. Letters inviting people to a corporate seminar, for instance, have a distinctly different format and flavour than those you send to invite people to a personal or social event.

The formal invitations are an invitation to attend a seminar, a conference, a workshop, inviting a guest speaker, graduation ceremony, a business party, an official party etc. Informal invitations include invitations for marriage, birthday party, house warming ceremony, cradle ceremony, etc.

Types of letters:

(i) Official Invitation Letters: Official invitation letters are the ones which are written for inviting officials and certain distinguished people for their participation in various activities. They follow a formal format written in a formal tone. Examples: inviting for meetings, conferences, inaugurations etc.

(ii) Personal Invitation Letters/Friendly Invitation letters: Personal invitation letters are the ones which are written for inviting friends, relatives, family members, neighbours etc. for social occasions or events. They are written in informal tone without any format. Examples: letters written for weddings, birthday parties, anniversaries, baby showers other social occasions and activities

(iii) Electronic Invitations: Electronic invitations are those which we send via email. It starts with appropriate salutation, followed by the body of the letter and closing. But it needs a follow up with a phone call.

Points to remember while writing Invitation Letters

1. **Organize the Matter:** It refers to a list of the people to be invited, the sequential order of the events, timings of the events, special guest, official documents, photocopies and any other required item. All the relevant documents will help in drafting the letter.
2. **Drafting**: It ensures that our mistakes and their rectification aren't passed on to the invitation itself. A second opinion from a friend or peer etc. may be useful.
3. **Politeness:** W**e** have to follow certain rules while writing an invitation letter. We should always begin the letter with a welcome note instead of the straightforward information of the invitation. Words of respect and gratitude are symbols of courtesy and politeness; hence, we should always express our gratitude at the beginning and the end of the letter.

4. **Positive Tone**: The present tense conveys information about the event and the future tense conveys an anticipated presence of the guest.
5. **Offer Assistance:** The more facilities we provide the better the chances of someone's attendance. Hence, mention everything in the invitation.
6. **Special Instructions**: Some occasions require special instructions for the guests. These instructions can be:

i. dress code;
ii. road or route map;
iii. purpose of the occasion – birthday, honour, anniversary etc.;
iv. response or confirmation to the invitation;
v. attire and items required for the guest to bring;
vi. no eatables allowed;
vii. entrance only by invitation;
viii. no weapons allowed, etc

7. **Length of the Matter**: We can change the length as per our need and requirement. Wedding and party invitation letters are not lengthy as compared to visit and certain personal invitation letters.
8. **Using Letterhead**: As a rule, official Invitation letters require a letterhead. If we have pre-printed letterhead then we have to use that.
9. **The gesture of Appreciation**: This can be completed with a formal note, stating that you look forward to seeing the individual at the event.
10. **Don't forget the Enclosure**: Some invitations require certain documents to be attached; these can be the photocopies of documents like agreements, hard copies of email received, earlier correspondence, receipts, warranty etc. hence we should keep original copies of all our letters, faxes, e-mails, and other related documents.
11. **Closing the Letter**: At the end of last paragraph a complimentary close like, 'sincerely', 'thank you', 'truly' is essential.
12. **Proofreading**: We should check for - awkward phrases, grammatical errors, and incomplete sentences and spelling mistakes, punctuation and remove dull or lifeless sentences and replace them with appropriate phrases.

13. **Inform in Advance**: Invitation letters need to be sent in advance. We should try to send the invitation letter two weeks or more in advance. The recipient needs to know in advance so that they can adjust their schedules, book tickets or make other arrangements which are essential.

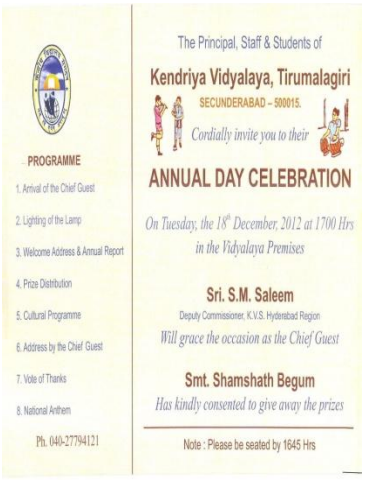
Steps of writing formal invitations

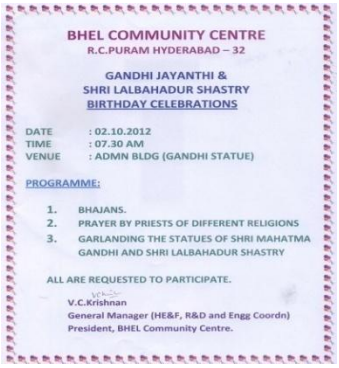
i. The host's full name should be used on the invitation
ii. Full names should be used for all hosts when events are hosted by two or more people.
iii. Extend the invitation. You can choose formal wording, such as "request your presence" or less formal verbiage, such as "cordially invites you to attend."
iv. Provide information about the event. For instance, "a breakfast," "an award ceremony," or "reception."
v. State the purpose of the event. For example, "in honour of..."
vi. Provide the date of the event. "Thursday, the eleventh day of May" or keep it short such as, "Thursday, May 11." Writing it out is the more formal way to write the invitation.
vii. Write the time of the event in full. Include words such as, "in the morning" or "in the evening" if the event purpose does not already make this clear. For example, if an event is taking place at 8:00 p.m., you would write, "At eight o'clock in the evening." If the event is a breakfast or a dinner, the additional words, "in the morning" or "in the evening" would not be required.
viii. Provide the location of the event and its street address.
ix. Provide special instructions, if any. Example: “directions enclosed."
x. Include your response card: This is intended for parties and events where you must know exactly who is coming so arrangements can be made for seating, food, and other accommodations.
xi. For invitations that do not include response cards, list the name and telephone number of the person who will be in charge of the responses.

Sample formal invitations

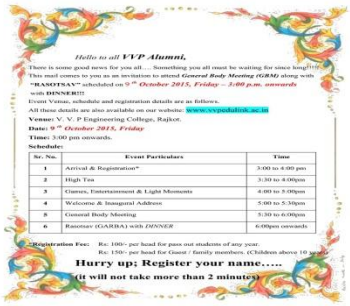
World Health day invitation card

Annual day Invitation



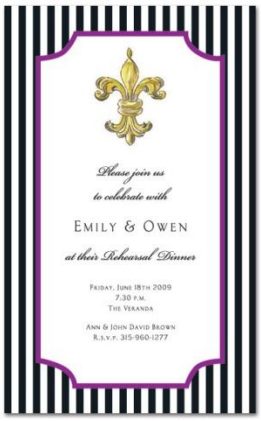


Birthday Invitation



Invitation for Alumni meet

Informal invitation letters



1.3.4 Resume

A Resume is a written document that catalogues your work, experience, skill and educational details. It is essential for a potential employer. It needs to contain well-presented facts about your achievements, accomplishments, abilities and reveals that you have a positive attitude and strong interpersonal skills.

a) Types of Resume

a. Chronological Resume: present history of employee`s work experience

b. Functional Resume: allows the reader to glance all of the events/activities and qualifications of the applicant given in a clear manner.

c. Combinational Resume: provides the knowledge, skills and abilities achieved from work in a reverse-chronological order

<u>Resume Format:</u>

a. Personal details: name, father`s name, date of birth gender, marital status, nationality, religion, community and languages known.

    i. Name Azadullah

ii. Father`s Name: Abdul Khader,
iii. Date of birth: 9th December 1983,
iv. Gender: Male,
v. Marital Status: Married
vi. Nationality: Indian,
vii. Religion: Muslim
viii. Community: OBC,
ix. Languages known: Urdu, Hindi, Arabic, Tamil and English.

b. Objective statement can be quoted like:

i. To get employed in a challenging ambience that would utilize my overall abilities and skills.

ii. To enhance my working capacities, professional skills to serve my institution in the best possible way.

c. Educational details: M.A.(Urdu), M.Ed.

d. Technical skills: Ms Word, Ms Excel and web designing in HTML etc

e. Work experience and work attended: Name of institution, address, job profile etc can be given like

i. 5 years teaching experience
ii. Effective classroom management
iii. Inculcating moral values in our students
iv. Techniques for interactive learning

f. Skills and abilities: Research work, project, core skills etc

g. Responsibilities:

i. Working with the team and motivating them towards success
ii. Hard working and dedicated to work
iii. Self-confidence and good energy level

iv. Good willingness to take up responsibility

v. Flexible in nature

h. Address details : [a] address for communication [b] Email Id [c] Mobile Number

i. Date, Place: Give date and place

j. References: Name contact number, email address of some references

Resume should be:

1. simple and comprehensible;
2. employ effective titles/headings;
3. use attractive bullet points;
4. keep away from mentioning negativity/weak points;
5. limit in one or two pages;
6. better selective font size, style etc;
7. no grammatical mistakes; and
8. truthful regarding the information given.

Notice

A notice is a piece of writing, very short in length, it is a kind of short and simple piece of information addressed to general public or a specific group for drawing the attention of some specific personnel, institution or organization. It is usually written in a formal style. It is commonly used by individuals and organizations for the purpose of announcement of events as meetings, special news or information, a holiday or celebrations like anniversaries, births, deaths, and occasions like inaugurations. It is also used to inform people about tours, fairs, exhibitions, and camps and it it may be used to issue public instructions, or to make appeals, etc. Most of the notices need to be pinned up on the notice boards present in the schools or offices of the organizations, whereas the notices by the Government departments and other big agencies use daily newspapers.

Characteristics of an effective notice

1. It should be precise and to the point. It should not leave any scope for any enquiry or doubt on the part of the reader. A perfect notice comprises of 50 words.

2. It should have a clearly stated purpose given in a formal language: A good notice clarifies its purpose in a simple and easy language.
3. A notice should be such that it contains all the necessary details like: the name of the issuing agency and the date of issuing the notice should be clearly mentioned (who)
4. Subject mentioned should clear. (why)
5. Name of the Event or Ceremony should be given (what)
6. Date and time to be mentioned clearly (when)
7. Place/Venue to be properly written (where)
8. It should have the name and signature of the authorized signatory
9. Important points should be highlighted if necessary.
10. The notice should always be enclosed in a closed box.

Art of writing a perfect notice

The art of writing a perfect and effective notice can be acquired with practice and keeping in mind some of the basic points. An effective notice is one that gives complete information and is written in an easy and understandable language.

A format of an effective notice

The contents of a perfect notice must include:

1. name of the school/organization that issues it along with the date of issuing that particular notice;
2. a bold heading/subject 'NOTICE' on top and in the centre to make it clear;
3. a suitable description, an agendum or a sort of eye-catching caption, a heading to hold the immediate attention of the reader;
4. the purpose for which it has been written, for example, to make an appeal or informing the general public about the issue of some concern etc.;
5. schedule including date, time, the venue along with the duration of the programme, etc.
6. suitable background images, logos or graphics can also be used to represent the event;
7. the date of the notice can be placed at the top right or left, or bottom right or left-hand corner.

8. the individual/s responsible for issuing the notice indicates the name below the signature in parenthesis, followed by their designation/s.
9. complete sentences need not always be used in all types of notices. Abbreviations and symbols can also be used.
10. future time references predominate over other tense forms.

Announcements

An announcement is basically a social or a business declaration. It is mostly used in many places such as schools, offices, public dealings etc. It is one of the means of communication that is used to give information to the audience, reader, and listener. People use it to write announcements for different reasons like for declaring school results programme, college functions announcements, engagement announcements, marriage or wedding announcements, adoption, baptism, special announcements, business announcements, job announcements, promotion or retirement announcements.

The announcement provides effective clear and complete information about the event, ceremony, decision or celebration.

It gives complete information about the date, time and venue of the event.
It is the simplest way of conveying the message.

Kinds of Announcement

Announcements can be of two types:

1. Spoken Announcement

It is verbally conveyed to the concerned group or public. For example:

May I have your attention, please. Tomorrow we are going to celebrate the foundation day of our school. So, please prepare the school and make the necessary arrangements for tomorrow's programme.

2. Written Announcement

The announcement can be in the written form also. Here, the information is given in the written form and in a specific format.

Format of an Announcement

a. Purpose: The purpose of the event to be clear and well mentioned.
b. Day, date and time: Specific Day Date and Time to be properly stated.
c. Venue: The venue where the event is organized should be noted clearly.
d. Informing authority: The name of the person who will be contacted in relation to the announced event
e. Use simple present tense and simple future tense.

Characteristics of a written announcement

a. It should be short, inviting, impressive and to the point.
b. Straightforward and easy for the readers to get information quickly
c. Clear and complete message neatly typed.
d. Use of direct and sensible statements and add an optimistic message of understanding in a respectful tone for the announcement of a bad news.
e. The definition of announcement relating to learning English functional text is The function of announcement is spent

Report Writing

Meaning and Concept of Report

Generally, reports are precise and sharp written documents. Reports are based on facts, clearly written in a well-structured manner.

A report is designed to lead people through the information in a structured way, but also to enable them to find the information they want quickly and easily.

Reports are divided into sections with headings and subheadings. Reports can be academic, technical or business related, and feature recommendations for specific actions. Reports are

written to present facts about a situation, project or process and will define and analyze the issue at hand.

Reports may contain some or all of the following elements:

1. A description of a sequence of events or a situation;
2. Some interpretation of the significance of these events or situation;
3. An evaluation of the facts or the results of your observation;
4. Discussion of the likely outcomes of future courses of action;
5. Your recommendations as to a course of action; and
6. Conclusions.

Types of Report

We can categorize reports into two broader categories, informal and formal.

1) Informal Reports

   The function of an informal report is to inform, analyze, and recommend.

   • It usually takes the form of a memo, letter or a very short international document like a monthly activities report.

   • This report differs from the formal report in length and formality.

   • Common examples of informal reports are, progress reports, personnel evaluations, and literature reviews, etc.

2) Formal Reports

   The formal report is the collection and interpretation of data and information. The formal report is complex and used at an official level. It is often a written account of a major project. Examples of subject matter include new technologies, the advisability of launching a new project line, results of a study or experiment, an annual report, or a year old review of developments in the field. Formal reports include information, analyses and recommendations.

Format of a Typical Report

In order to keep the report crisp, it is essential to adopt a pattern or format. The main components of a standard report are:

- Title

  If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may include a table of contents and definitions of terms.

- Summary

  The summary consists of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all of the relevant information.

- Introduction

  The first page of the report has introduction. This part explains the problem and informs the reader why the report is being made. Terms used should be defined here.

- Body

  This is the main section of the report. The previous sections needed to be written in plain English, but this section can include technical terms or jargon relevant to the discipline. There should be several sections, each clearly labelled with a subtitle. Information in a report is usually arranged in order of importance with the most important information coming first.

- Conclusion

  This is where everything comes together. Keep this section free from jargon as many will read the summary and conclusion.

- Recommendations

  This informs the actions that need to be taken. In plain English, explain your recommendations, putting them in order of priority.

  .

Sample Report

SAMPLE ELEMENTARY SCHOOL PRINCIPAL *LONG-TERM TREND* NOTIFICATION LETTER

NOTE TO DISTRICT COORDINATORS OF ASSESSMENT: You must insert your data into the designated fields. This sample elementary school principal *long-term trend* notification letter is available for download in MS Word format at http://www.fldoe.org/asp/naep/naep2008.asp.

(District Letterhead)

MEMORANDUM

TO: **(Name of Principal)**

FROM: **(Name of District Coordinator of Assessment)**
(Title)

DATE: **(Date)**

SUBJECT: **National Assessment of Educational Progress (NAEP)**

Your school has been selected through national sampling procedures to participate in the 2007 - 2008 administration of the National Assessment of Educational Progress (NAEP). Your scheduled assessment date is **(insert date)**. Please add this date to your school calendar or let me know as soon as possible if there is a conflict. Participation of the students selected by Westat (the NAEP administration contractor) must be at least 90%, or a makeup session will have to be scheduled.

Below are the criteria of this year's assessment at your school:

- Type of Assessment: Long-Term Trend
- Subjects to be Assessed: Reading and Mathematics
- Assessment Duration: Approximately 90 minutes for students
- Assessment Administrator: Westat personnel
- Assessment Population: 9 year-old students (born between 01/1998 and 12/1998)

The long-term trend assessment uses test items that remain substantially unchanged each time a subject is assessed, allowing student progress in a subject to be measured over a long period of time for all students and for groups of students defined by gender and race/ethnicity. The data collected from this assessment can be linked back to NAEP assessments conducted for over 30 years to measure progress across time.

The Department of Education will provide Westat with the student lists, and they will choose the sample of students to be involved in the assessment based on your school's demographics. You or the individual you designate to coordinate the NAEP assessment at your school will be responsible for completing a *NAEP 2007 - 2008 School Data Collection Form,* which requests information about your school and provides you with information about the upcoming NAEP assessment. The *Form* must be completed online at www.mynaep.com no later than **Friday, September 21, 2007**. You can find your school's MySchool Registration ID number on the enclosed sheet of pink paper.

Points to Remember

1. Speed of reading is related to pace of reading i.e. how fast and how slow one can read and it depends upon kind of text and purpose of reading.
2. Kind of text relates to textual matter of a reading material and it can be either technical or non-technical.
3. Purpose of reading relates to either acquiring information from the text or reading it for pleasure.
4. There are several characteristics of a good reader. Appropriate level of reading the material, different strategies employed for making predictions, adjusting speed, summarizing, etc.
5. Invitation Letter is a type of letter written to an organization or an individual for their participation or presence in an event or an occasion.
6. There are formal and informal Invitation letters.
7. Electronic invitations are those invitation letters which we send via email.
8. Preparation of invitations involves organizing the matter, drafting, observing tone, special instructions and proofreading etc.
9. A notice is a piece of writing, very short in length, it is a kind of short and simple pieces of information addressed to the related group of people belonging to an institution, or organization.
10. Generally, reports are brief precise sharp documents. Reports are based on facts, clearly written in a well-structured manner.

Objective questions

1. Reading is an …… process of interaction with texts(interactive/active/passive)
2. The pace with which a reader reads a text is called … of reading (speed/acceleration/velocity).
3. If a reader is reading at speed more than 300 words per minute it is called as ……..reading (fast/slow/average).
4. Scientific paper reading is a kind of …….reading (technical/non-technical/general).
5. The speed of reading a textual material actually depends upon….. (kind of text/purpose of reading/both).
6. While reading a novel, magazine, fiction based stories …….. is the purpose of reading. (information/pleasure/both)

7. A good reader always reads the material …….time (single/twice/multiple).
8. A good reader should have the quality of skimming, scanning and make (Predictions/generalization).
9. If the textual material is difficult, the speed of the reading must be …… (slow/fast/average).
10. Good reader always have the habit of making……of the content (summary/explanation/description)
11. There are …….. types of letters.
12. There are ……..parts of letters.
13. Formal letters are …….letters.
14. There are…….types of social letters
15. Signature is a……part of the letter.

Very short, short and Long Questions

1. What do you mean by speed of reading?
2. Name the two factors on which the speed of reading depends?
3. Explain how different texts affect the speed of reading?
4. Describe briefly, the purpose of reading?
5. List five characteristics of a good reader?
6. How does information based reading affect the speed of reading?
7. What do you understand by formal and informal letters?
8. Write the types of employment letters.
9. Write the types of social correspondence.
10. What do you understand by business letters?
11. Discuss various types of report.
12. Write the usefulness of report writing.

Short questions

1. What is an invitation?
2. What are the different types of invitations?

3. What is a paragraph?
4. Write the purpose of paragraph writing.
5. What does a good paragraph reflect?
6. What are the basic parts of a paragraph?
7. What are the advantages of sending an invitation to the guests?
8. What are the important elements of an invitation?
9. What is a report?
10. What type of precautions will you take while writing a report?
11. Define “announcement”.

Essay questions

1. Prepare a Republic Day invitation
2. Prepare an invitation to celebrate a birthday party.
3. Prepare an invitation for Teachers Day celebration.
4. Prepare an invitation for Independence Day celebration.
5. Write a short paragraph of ten lines on the following.

    a) Education in the eyes of Maulana Abul Kalam Azad
    b) Charity brings prosperity
    c) A day at Taj Mahal
    d) Character is null without education
    e) Digital age: boom or bane

6. What are the points to remember while preparing invitations?
7. What are the steps/process of preparing invitations?
8. Write a letter to your friend to invite him to your brother's marriage.
9. Write a letter to the bank manager to open an account.
10. Discuss the characteristics of an effective notice.
11. Write a report on Azad Day celebration.

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