

UNIT -II

Listening & Speaking Skills

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Language is the roadmap of a culture. It tells you where its people come from and where they are going. One language sets you in a corridor for life. Two languages open every door along the way.

—Frank Smith

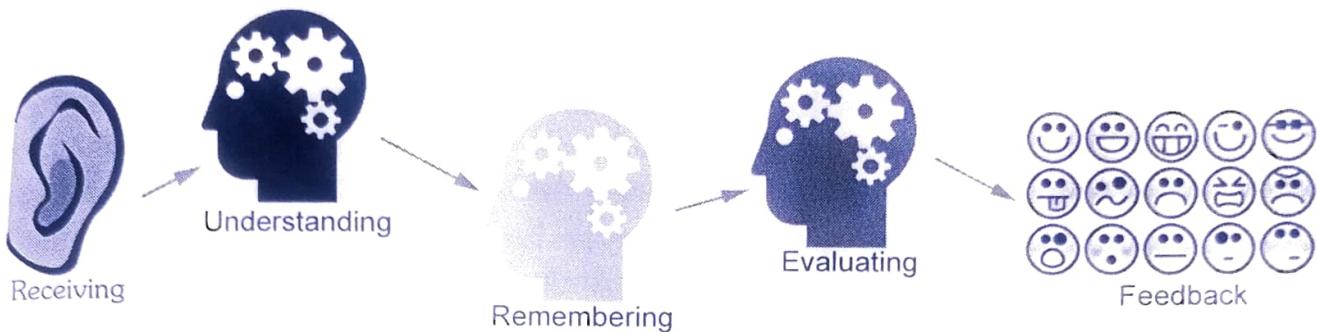
2.1 INTRODUCTION

Listening is an important aid to communication, though its importance was not realized till very recently. In an American company when a survey was conducted on how members spent their time communicating, it was discovered that 63 per cent of their time was taken up listening to one another while reading took 4 per cent, writing 11 per cent and speaking 22 per cent. It is undoubtedly that if people are bad listeners, they will also make bad communicators. When we listen with our mind, heart and imagination, it means we are an active listener.

2.2 ART OF LISTENING

Listening is an art that when done well can deliver tremendous benefits which are useful in our professional, social and personal life. It is a key to have better human relations. The goal of listening well is to achieve win-win communication. Win-win communication not only increases understanding, affirmation, validation and appreciation, it also creates an atmosphere of trust, honour, and respect. When someone truly listens to us, we feel special. So, everybody wants to be truly listened to. All skills of communication must be mastered by all those who

want to have a successful career. Among these skills, listening is the most important of all.



Most people think that to become a good communicator they have to focus on becoming great speakers, but listening is just as important as speaking in the communication process. Whether you're dealing with co-workers, managers, or clients, being a good speaker and a good listener are crucial workplace skills. Our ability to listen properly can give us insight into the rationale behind decisions and a better understanding of what the speaker is trying to accomplish.

Yet, being a good listener isn't always easy. Studies have shown that an average person can remember only 50% of what he was heard, straight after he has heard it. Another study has shown that only 10% of the initial message communicated is retained after 3 days. The reason for these shocking stats is that most of us think of listening as a passive process that requires no effort.

Often, we listen to the words being said without truly grasping the meaning behind them. This is usually because we're focused on our own internal dialogue rather than what the speaker is actually saying. Sometimes we don't pay attention because we're daydreaming while someone is talking. We all have so much on our plates that it can be difficult to quieten our minds long enough to really listen to someone. Or, we may have a pre-conceived bias against either the speaker or the topic that shuts our ears to what's being said.

Whatever the reasons, we struggle with being good listeners. Honing that skill can have a lot of benefits. Here are the top eight reasons to create a workplace where employees both listen and are heard. Listening effectively to one another can:

- (i) **Build relationships:** Attentive listening can help your workforce come closer together. And as communications improve among employees, so will their teamwork, leading to increased productivity and business.
- (ii) **Foster learning:** The art of listening is about finding out what the speaker thinks about something. When employees listen to one another, they learn from one another. A free flow of ideas that are truly listened to can lead to a workplace where employees are constantly learning from each other.
- (iii) **Encourage respect:** Respect is crucial in any workplace. Fostering attentive listening can help establish respect, as managers and employers listen not only to their employees' ideas but also to their issues or concerns.

- (iv) **Establish a culture of communication:** By fostering attentive listening, one can establish a company culture in which employees know how to speak and listen to one another. This raises the communication expectations between employers and employees.
- (v) **Facilitate conflict resolution:** When issues or conflicts arise, listening is essential to clarifying disagreements. Attentive listening helps employees get to the root of a problem, come up with solutions, and decide the best course of action to take.
- (vi) **Promote Open-mindedness:** Employees have different viewpoints. Encouraging them to listen to each other can help promote an environment of open-mindedness and inclusion, where everyone can feel that his/her opinions are heard and valued.
- (vii) **Further progress:** Employees are more likely to be creative and share their ideas if they feel they are listened to and their ideas are taken into account. Actively listening to employees' input can reinforce the acceptance of future contributions.
- (viii) **Improve decision-making:** Making decisions and judgments based on assumptions can cause many workplace problems. By encouraging attentive listening, you will find that employees are more likely to ask questions, clarify understanding, and make better decisions based on a more accurate understanding of a given situation.

Encouraging good listening helps employees work together better as a team, and promotes innovative thinking and more effective communication. Here are some of the basics of attentive listening.

- (a) **Make appropriate facial expressions:** Nodding, tilting your head, smiling – all of these expressions show a response to what the speaker is saying, which indicates that you're grasping the meaning and are interested in what he or she's saying.
- (b) **Ask questions:** Critical listening involves asking questions to get all the information. When you ask the speaker a question, it also drives the conversation and shows that you're interested in clarification and understanding the issues.
- (c) **Don't interrupt:** Although it's good to ask questions, try not to interrupt the speaker. Let the person complete his or her thoughts before responding or asking questions.
- (d) **Paraphrase:** When you restate, in your own words, what the speaker is saying, you prove that you're listening carefully—after all, you wouldn't be able to repeat anything if you weren't paying attention.

Keeping these tips in mind will help you become a more effective listener, which is more than half of what it takes to be a really good communicator.

Advantages of Listening

Why do we listen? We usually listen: (1) to obtain information, (2) to solve problems, (3) to share experiences, and (4) to persuade or dissuade. It is easy to imagine that if people are bad listeners, then (1) only inaccurate and incomplete information would be exchanged, (2) problems would not be clearly understood and would remain unsolved,

(3) people would not be able to share one another's experience, and (4) being unable to understand each other through their own or others' inattentiveness, people would not be able to persuade or dissuade others. In the workplace, the following advantages of listening can be easily listed:

- 1. Listening helps to know the organization:** Listening, especially careful listening to the grapevine will enable you to know what the members of the staff think of the company's policies and activities. Hence, it will help you understand your organization better.
- 2. Listening helps to make better policies:** If you listen to your subordinates carefully, you will know which policies are suitable for your organization. You will not keep stumbling from one top-heavy policy to another. You will chalk out the policies which are acceptable to other members and which will win their willing support.
- 3. Listening mollifies the complaining employees:** Very often employees have certain grievances which exist more in their mind than in reality, i.e., which are primarily psychological. If you listen to them patiently and sympathetically, their anger will subside and they will be mollified.

How to become an Active Listener

1. Concentrate on what a person is saying rather than on how he looks. Don't be distracted by his/her physical appearance or his mannerism.
2. Repeat the key ideas to yourself. Particularly, while listening to long lectures, see if you can repeat to yourself all the important ideas the speaker has put before you. This will also help you to understand the lecture better.
3. Try to relate the speaker's remarks to your personal background and experiences. This will also enable you to retain those remarks in your memory longer.
4. Do not let your mind wander away from what the speaker is saying. Do not think of the pleasant or unpleasant experiences of your own. Be determined that you are going to shut everything out of your mind except the speaker's words.
5. Take notes if you feel it desirable. Don't be afraid to ask questions or seek clarification wherever you are in doubt. Interrupting is discourteous, asking questions is not, for asking questions is an evidence of your being interested.

Key Takeaway

- Concentrate on the speaker's words, not his looks.
- Keep recalling the points.
- Relate the speaker's words to your experience.
- Don't get distracted.
- Have a positive attitude.
- Listen for between the line messages.
- Take notes.
- Ask questions.

Pronunciation

We use language to communicate and establish relationships with people around us. There are two modes of linguistic communication: speech and writing. The former consists of various sounds, while the latter consists of various symbols, and accordingly, they are called spoken and written languages. Both the media involve different muscular activities. In the spoken medium, we use our lungs, vocal cords, tongue, teeth, and lips, while in the written medium; we use our hands, arms, and fingers. All spoken words are collections of different sounds. Broadly speaking, phonetics is the study of sounds of human speech. The term phonetics originated from the Greek word *phone* meaning sound or voice. Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. It is concerned with the actual properties

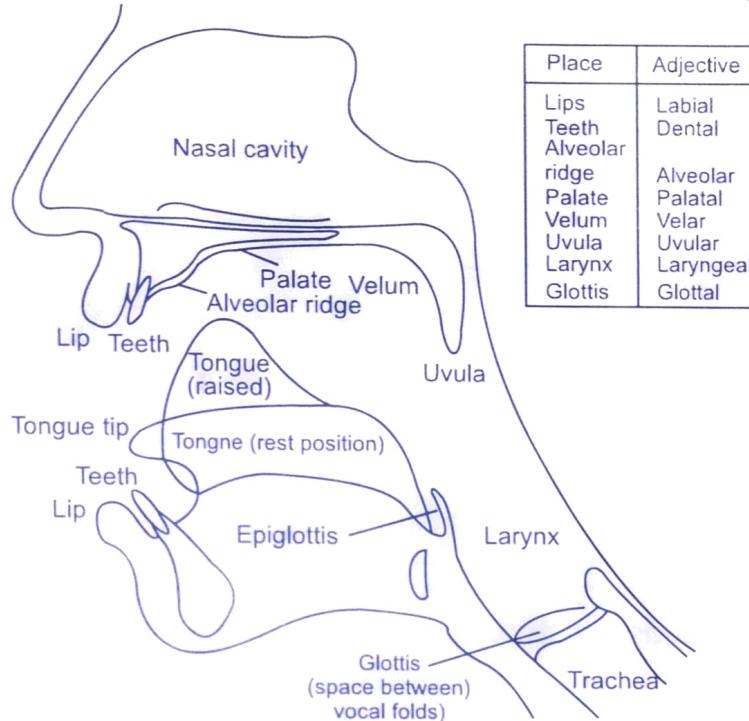
Of speech sound (phones) and their production, reception, and perception, as opposed to phonology, which is the study of sound systems and abstract sound units such as phonemes and their distinctive features. A basic understanding of the sound system of the English language is very important in effective oral communication. The ability to produce individual sounds, both in isolation and in combination with other sounds, also plays a significant role in effective oral communication. Pronunciation is far more than the accurate production of individual sounds. **Pronunciation is the way a word or language is usually spoken or the manner in which someone utters the words of a language.** To develop oral communication skills, it is important to understand the sound system of the English language including various aspects such as individual sounds- consonants and vowels, production of speech, word stress, sentence stress, and intonation or the variation of pitch.

Learning English Sounds (Phonetics)

Phonetics is a systematic and scientific study of speech sounds and how they are produced. The position, shape, and movement of the articulators of speech organs, such as lips, tongue, and vocal folds are studied in this discipline. To attain perfection in phonetics, one has to be ear-minded and not eye-minded, i.e., become sound conscious and use ears to detect small distinctions between similar sounds. One has to hear speech sounds as produced instead of trying to visualize the spelling.

Language has a very important social purpose, because it is mainly used for linguistic communication. Communication is quite possible without the use of language. For example, a dog barks and informs its master of the approach of a stranger. A child cries and informs its mother that it is hungry, thirsty or otherwise uncomfortable. In both the examples, communication does take place, but no language is used. In this activity we will deal with linguistic communication. A language can be used in two ways for the purposes of communication. It can be spoken or written. In other words, we can communicate using the same language, using the spoken medium or the written medium. The medium of speech

is more important than the medium of writing. This is because speech comes first in the history of any language community. In fact it came centuries before writing in the history of any language community. Secondly, speech comes first in the history of any individual.



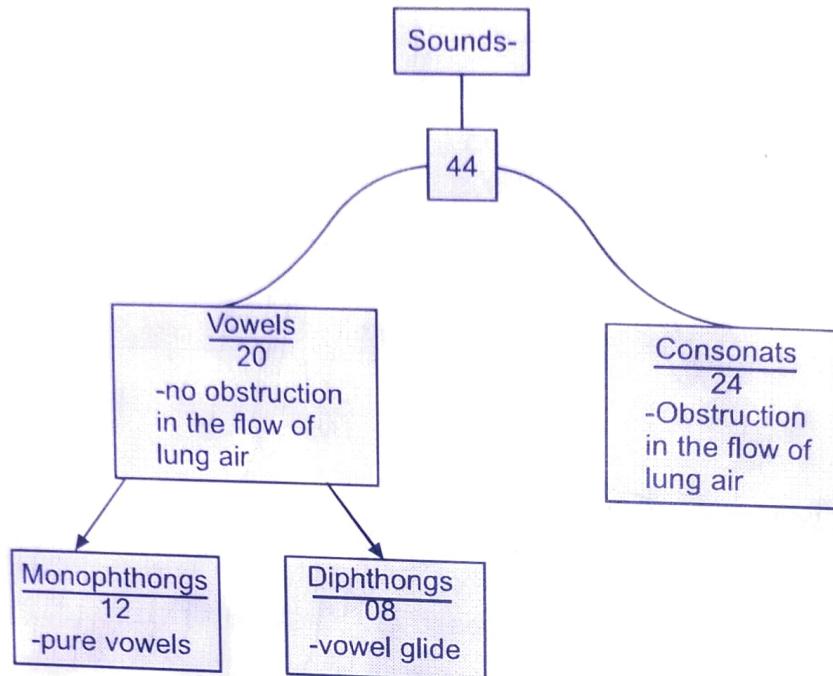
Some Relevant terms and their Definitions

- **IPA:** International Phonetic Alphabet
- **RP:** Received Pronunciation (The standard form of the British pronunciation based on the speech of the educated class in Southern England)
- **Phoneme:** Any one of the sets of the smallest units of speech in a language that distinguishes one word from another
- **Allophone:** A sound that is slightly different from another sound, although both the sounds belong to the same phoneme and the difference does not affect the meaning.
- **Syllable:** An uninterrupted segment of speech consisting of a vowel sound, adiphthong, or a syllabic consonant, with or without preceding or following consonant sounds.
- **Word:** A single unit of language which means something and can be spoken or written
- **Monophthong:** A speech sound that consists of one vowel sound
- **Diphthong:** A combination of two vowel sounds

International Phonetic Alphabet

- A set of symbols used for representing the phonemes and sounds of all languages
- Phonetic transcription of words is provided by bilingual and monolingual dictionaries
- Phoneme symbols are enclosed within slant brackets //

- Hindi has alphabets consist of 50 letters, the first 14 are vowels, the rest 36 are consonants.
- Hindi has 50 letters and 50 sounds, but English has 26 letters and 44 sounds.



There are forty-four sounds which cover all the types—twenty are vowels and twenty four are consonants.

Vowel Sounds (Monophthong): Vowels are the speech sounds produced without any obstruction in the air stream, i.e., when there is free and uninterrupted passage of air through our vocal cords. Vowels can be classified into two groups, viz., Pure vowels and Diphthongs.

Pure Vowels (Monophthongs) Pure vowels are made up of one syllable and in its production the tongue position remains unchanged. These are twelve in number, of the 12 monophthongs seven (7) are short, and 5 are long.

eə	—	एअ	—	Hair, There, Dare
a u	—	आऊ	—	Cow, How, Thou, About
əʊ	—	अऊ	—	Go, No, Know, Slow, Note

Vowel Sounds (Diphthongs): These are a combination of two pure vowels. A diphthong begins in one vowel and ends in another. So it is a gliding one. Their number is 8.

I	—	इ	—	Flit, Fit, Thir, Pin
I:	—	ई	—	Heat, Sheet Meat, Meal
e	—	ए	—	Heat, Men, Pen, He, then
ae	—	ए	+	Man, Thank, Fan, Lan
V	—	उ	—	Pull, Hand, Woal, leak
U	—	ऊ	—	Pull, Heat, Woal, leak

|ɔ| – अ – Cot, Pat, Net, Shot

|J:| – औ – Court, Fort, Lort, Lord, Poword

Diphethonat – a combination of two vowel sounds

|eɪ| – एइ – Play, Pay, Day, Fley

|aɪ| – आइ – I, Eye, Lie, My, Sky

|Jɪ| – औइ – Boy, Toy, Enjou, Jou

|ɪd| – इअ – Here, Dear, Chee, Clean

|ud| – उअ – Boor, Sure, Doer

Monophthong – a speech sound that consists of one vowel sound

|ə| – अ – About, America

|a:| – आ – Arm, Cart, Heart

|x| – ऊ – Hut, Cut, Bus

|ɔ:| – अ++ – Cund, Bind, Shit

Consonants: Consonants are those sounds which are produced by the obstruction of the air stream. When air is arrested and released in some part of the speech organs, a consonant is produced. In IPA there are 24 consonants.

IPA CHART

ɪx	I	ʊ	ʊx	ɛɪ	eɪ	
ses	hjs	put	top	ear	say	
e	ə	ɔɪ	ɔɪ	ʊə	ɔɪ	əʊ
ten	ago	hgr	saw	pues	boy	so
æ	ʌ	ɑ:	ɑ	eə	ai	au
hat	but	car	hot	air	buy	now

p	b	t	d	tʃ	dʒ	k	g
ben	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	bo	sing	hat	look	red	great	yes

Monophthongs (Pure vowels)

Symbol	Initially	Medially	Finally
/i:/	east	Seen	Key
/ɪ/	it	Hit	Duty
/e/	end	Lend	---
/æ/	and	Land	---
/a:/	arm	Harm	Car
/ɒ/	on	Cot	---
/ɔ:/	all	Caught	Saw
/ʊ/	----	Put	---
/U:/	ooze	Choose	Shoe
/ʌ/	up	Cup	---
/ə:/	earn	Turn	Sir
/ə/	ago	Police	Tailor

Diphthongs (Glide)

Symbol	Initially	Medially	Finally
/eɪ/	eight	Straight	Stray
/aɪ/	ice	Mice	My
/ɔɪ/	oil	Boil	Boy
/ɪə/	ear	Beard	Peer
/eə/	air	Share	Care
/ʊə/	----	Sure	Poor
/əʊ/	oak	Joke	Go
/aʊ/	out	Shout	How

Consonant sounds

Symbol	Initially	Medially	Finally
/p/	pin	spin	keep
/b/	bin	tubs	club
/t/	tell	stick	light
/d/	day	heads	laid
/k/	keep	skill	stick

/g/	get	jugs	bag
/f/	chin	reached	teach
/dʒ/	joke	hinged	large
/f/	fine	chauffeur	wife
/v/	van	given	have
/θ/	thin	atheist	both
/ð/	that	leather	bathe
/s/	see	essay	face
/z/	zoo	exile	lose
/ʃ/	shell	machine	harsh
/ʒ/	Genre (Rare)	vision	prestige
/h/	he	behave
/m/	mad	amid	sum
/n/	nasal	funny	soon
/ŋ/	sing
/l/	learn	flute	bottle
/w/	west	language
/r/	rain	great	Mother
/j/	you	beauty

Production of Consonant Sounds

/p/

- Lips tight, the air is stopped at the lips, then the lips open.
- There should be a puff of air that comes out.

/b/

- Lips are closed; the air is stopped at the lips, then the lips open.
- There should not be a puff of air.

/t/

- The tip of the tongue is placed behind the upper front teeth.
- Air is stopped briefly at the gum ridge, and then released. There should be a puff of air.

/d/

- The tip of the tongue is placed behind the upper front teeth on the front end of gum ridge.
- The air is stopped briefly at the gum ridge and then released pushing the tongue away.

/k/

- Raise the back of the tongue to touch the soft part at the back of the roof of the mouth.
- Stop the air there and release quickly.

/g/

- Raise the tongue to touch the back of the mouth.
- Release air quickly, breaking the contact.

/s/

- Raise the tip of the tongue to the upper gum ridge constricting the air stream, producing a sharp 'hissing' sound.
E.g. Sunny sails the seven seas.

/z/

- Raise the tip of the tongue to the upper gum ridge and then vibrate the vocal cords by making a buzzing sound.

// (sh)

- Push out the lips (the tip of the tongue forms a groove close to the gum ridge but not touching it), push the air out.

// - (zh)

- Push the lips out.
- Raise the front of the tongue to the upper gum ridge making voiced buzzing sound.

/f/

- Hold the upper front teeth lightly against the bottom lip and push the air out.

/v/

- Place the upper front teeth on the bottom lip and push the air out.

/w/

- Push the lips forward and blow out air to produce a voiced sound.

/m/

- Place lips together.
- The air flows into the nasal cavity and produces a voiced humming sound.

/n/

- Raise the tip of the tongue to the upper gum ridge.
- Push the air into nasal cavity sending out a voiced sound through the nose.

/ŋ/

- Slightly open your mouth and then breathe through your nose. Now vibrate the vocal cords.

/tʃ/ - (ch) Combination of /t/ and (sh) sounds.

- Raise the front of the tongue firmly to the gum ridge for the /t/ sound.
- Lips protrude while the air stream is restricted here, the (sh) sound is added before releasing the (ch) sound.

/dʒ/

- The tip of the tongue touches behind the ridge behind the upper teeth.

/θ/

- Place the tip of the tongue firmly against the cutting edge of the upper front teeth and puff air out.
- While the air is pushed out, make a voiceless sound.

/ð/

- Place the tip of the tongue against the cutting edge of the upper front teeth. Air is pushed out making the vocal cords vibrate.

/ʌ/

- Place the tongue tip behind the upper front teeth, against the gum ridge.
- Lower the sides of the tongue in order to allow the voice to pass around the sides of the tongue.

Production of Vowel Sounds—Monophthongs

/ɪ/ (i)

- Raise the tongue high and to the front of the relaxed mouth.
- Open the mouth slightly and make a voiced sound.

/i:/ (ee)

- The tongue is high, leaving only a tiny space with the mouth almost shut.
- The teeth are close together with a tense chin and mouth.
- The lips form a smile and the sound is voiced.

/u/

- Lips are pushed out and slightly rounded.
- The tongue is midway and a short voiced sound is made.

/u:/ (oo)

- Lips are rounded with tongue midway in the mouth.
- Make a long voiced sound.

/e/

- The relaxed tongue is in the middle of the mouth.
- The jaw and face are also relaxed.

- Open the mouth and drop the lower jaw slightly making a voiced sound.

/æ/

- The tongue is relaxed, flat and low behind the lower teeth.
- The bottom jaw drops and voiced sound is produced.

Phonetics: studies the physical characteristics of sounds.

Phonology: describes the organization of the sound system of a language.

Why to Learn Phonetics: In English, one letter of the alphabet stands for more than one sound and, conversely, the same sound is represented by different letters of the alphabet. Hence, there is no one-to-one correspondence between the letters of the alphabet and the sounds they represent. For example, one who learns that the letters 'ch' in the word 'machine' will get into trouble if he pronounces 'ch' in 'chin'. He will be puzzled when he comes across the word 'character'. Similarly, the letter 'g' is pronounced differently in 'goat' and 'gin', and 'gh' is pronounced differently in ghost, rough and bough. The letter 'l' in film is pronounced whereas it is not pronounced at all in balm. Key and quay are pronounced alike, the word 'queue' has four unnecessary alphabets. Again, f in fun, ff in coffee, ph in phone and gh in cough are all pronounced alike. The letter 'u' in the words cut, put, rude, minute, fury, and university is pronounced differently. The sound 'k' is represented by different letters in different words, i.e., k in kit, ck in rock, c in cat, cc in acclaim, ch in chemistry and qu in queen.

Due to such a mismatch between spelling and sound, a student learning English can not be sure of how to pronounce a word, nor can he/she be sure of how a new word heard by him/ her would be spelt. Another problem faced by Indian students in speaking English correctly, is the blending of their regional language with English. Most educated Indians learn their own Indian language (mother tongue) before they are exposed to English. They face a strong linguistic problem when they attempt to learn English.

To overcome the problems in pronunciation, the International Phonetic Association devised 'International Phonetic Alphabet,' which could represent all the sounds that exist in all languages of the world.

Transcription: To write down words of any language as one pronounces in International Phonetic Alphabets is called Transcription. It now becomes easier for a learner to know how to pronounce a new word, encountered in reading and to spell a new word heard by him.

Use of English in Oral Communication

English is the Language of International Communication. Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all, it is also the most common second language in the world. Most educated Indians understand and write English sufficiently well. But, they often face difficulty in speaking in English fluently and in following British/American and other foreign speakers effortlessly and correctly. They tend

to miss the intended meaning communicated by the speaker's stress on words, phrases, and sentences, and deliberate pauses in between the utterance of words and sentences. This limitation of Indian speakers of English is natural. Basically speaking, English should not only be read, but also carefully listened to as a rhythm of rising and falling sound patterns. Its rhythmic movement is meaningful. It is produced by word stress and sentence stress, and pauses.

The Phoneme

Phoneme is the smallest unit of speech that can be used to make one word different from another word, such as the "b" and "p" in "big" and "pig". The first need of spoken English is that we hear and speak the sounds of English speech correctly and distinctly. Otherwise we may hear big as pig and pig as big.

Sounds of English Speech

There are 44 sounds of English speech corresponding to 26 letters (alphabet) of written English. Just as there are five vowels (a, e, i, o, u) and twenty-one consonants in the written form of English, there are twenty vowel sounds and twenty-four consonant sounds in spoken English, called **phones**. They form phonemes which are the smallest meaningful units of sound that distinguish one word from another (e.g., p, b, d, t in the English words pad, pat, bad, bat). Therefore, we receive a different word if we hear "p" as "b" or "b" as "p".

The Description of Consonant Sounds

The twenty-four consonant sounds in English are described according to the nature of the air stream, the place and manner of articulation, and the vibration of the vocal chords.

- (i) **Pulmonic air-stream:** if the air stream moves the lungs it is called Pulmonic air. It is of two types egressive, (coming out) and ingressive (going in). All English sounds are produced by an egressive airstream mechanism.
- (ii) **Voiced and voiceless sounds:** Do the vocal chords vibrate or not? Voiced sounds are produced by using the vocal chords. For example, [d] and [g] are voiced consonants. The vocal chords vibrate while speaking to them. Voiceless sounds are produced without using the vocal chords. For example, [p] and [k] are voiceless consonants. All the voiceless consonants are: p, t, k, ts, f, Q, s, S, h.

The rest are voiced sounds. They are:

- (iii) Oral sounds
- (iv) Nasal sounds
- (v) Nasalized sounds
- (vi) Place of sound
- (vii) Manner of articulation

The above classification of sounds is technical. It is based on the mechanism of producing different sounds of English speech. It is a subject of study by itself, known as **Phonetics**.

Here, our purpose, however, is not to go into details of phonetics as such. We seek to know how a word and its meaning changes by the change of a single sound segment. Here under, we will study it only to that extent.

The Study of Phoneme

Phoneme, the smallest unit of speech, capable of creating a new word may be known by forming minimal pairs of words which differ in terms of only one sound segment like: mat, hat; get; set; big; fig; reed, need, debt, wet. We have got from this set of words ten English phonemes [m, h, g, s, b, f, r, n, d, w]. You can learn more phonemes by forming similar pairs of words.

The Syllable

After phoneme, the next higher unit of sound is the **syllable**. Syllable is defined as a unit of pronunciation uttered without interruption, forming the whole or a part of a word and usually having one vowel sound, often with a consonant. For example, there is one syllable in man, two in woman, and three in womanly. Practise hearing the number of syllables in each word. For example, im-por-tance (3 syllables), animal (3 syllables), quiet (2 syllables).

Prosodic Features of an Utterance

In linguistics, prosody refers to intonation, rhythm and vocal stress in speech. These suprasegmental (prosodic) features are phonetic features that are not properties of a single segment, but of a syllable or higher unit, such as stress, length, tone and intonation. English speech is rhythmic. A lot of meaning is gained by the study of speech rhythms. In spoken English the patterns of sounds and rhythm form a part of the meaning of words. It is studied under the following prosodic features of an utterance:

- (a) Stress
- (b) Length
- (c) Intonation and Pitch

(a) Stress

A stressed syllable is one with relatively greater length, loudness, and/or higher pitch in which extra respiratory energy is there. The term stress describes the force or intensity or air pressure involved in uttering a word or part of a word or sentence. Stress is used to lay emphasis on the word and its meaning. In languages such as English, stress may have a linguistic function and cause differences in syntactic categories such as nouns or verbs. Where, speech of the sounds such as vowels and consonants, function mainly to provide an indication of the identity of words and variety/dialect being spoken, suprasegmental features can indicate syntax, turn-taking in interactions, types of utterances and also attitudes and feelings.

It is also evident in lists of lexical entities where prosody clarifies where an entity begins and ends.

- e.g.
- forty
- eight

It is the suprasegmental features that makes it clear whether what is meant is 40 and 8 or 48. The scope of an adjective is also clarified through prosody. Suprasegmental features are also used to mark emphasis.

e.g.

I wanted chocolate and cake
I wanted chocolate and cake
I wanted chocolate and cake
I wanted chocolate and cake

One factor which influences the perception of prosody is the difference in the pitch height of syllables within an utterance.

Intonation and Pitch

The use of varying pitch to convey meaning. If the same utterances are produced with different intonations, the meaning conveyed will be different, for example,

e.g.

- In English, the utterance 'It is a cat' will be regarded as a statement when there is a fall in pitch, and the same utterance will be regarded as a question if the pitch rises.
- Pitch and intonation, the rise and fall in voice while speaking, is the most meaningful element in oral communication. The manner of utterance conveys more than the verbal meaning of spoken words. The speaker's intonation pattern, the sing-song way, the rhythm of speaking—all communicate his/ her mood, attitude, sincerity, and seriousness towards the listener and the subject being discussed.

(c) Length

Length is shown by the duration and movement of an utterance. For example, here the following two utterances, both having 5 syllables each:

- (i) My aunt is away. (5)
- (ii) Watch dogs catch much meat. (5)

The second utterance about watch dogs takes more time to complete than the first utterance about aunt. The pace of movement of speech depends on the shape of words. For instance, in the first utterance, three words begin with vowel sounds which are uttered swiftly, whereas in the second utterance, all the words begin with consonants which require repeated adjustment of the mouth. From communication point of view, the pace of movement of speech shows the movement of the speaker's ideas. The length of an utterance is a non-verbal clue to the speaker's sense of urgency and haste.

(d) Pause

In spoken language the pause function of comma, fullstop, semicolon, dash, which act

as marks of punctuation in the written language, to suggest a short or long stop, is done by a short break in speaking. A speaker stops between words or after a group of words depending on (i) the length of his breath and (ii) the meaning or sense of the words. The breath pause comes naturally after a long utterance. But, the semantic pause, which is taken by the speaker according to the sense of words, clarifies meaning by separating the two utterances.

Consider the following two utterances with two different pauses:

- A small/bearded person was looking for you.
- A small bearded/person was looking for you.

In the first sentence, the person is small, in the second the beard is small. Pauses are significant in other ways also. They mean that the speaker is careful in his words, and wants the listener to receive the words with serious attention.

(e) Paralanguage

Paralanguage is used to describe a wide range of vocal characteristics which help to express and reflect the speaker's attitude. Paralanguage is non-verbal in nature and depends on voice, intonation, pitch, pause, volume, stress, gestures, and signals. Through these, one's voice can convey enthusiasm, confidence, anxiety and the speaker's mental state and temperament.

- (i) **Voice:** Voice is the first signal that we receive or use. There are various categories of voices. A voice can be sweet, soft, musical, cultivated, pleasant, nasty, clear or indistinct, among other types. The voice can reveal a speaker's background, mental state, education, sex and temperament.
- (ii) **Intonation:** Intonation is the modulation of the voice and the shift in stress. For example, a message with some deeply serious content should not be delivered in a high tone, but in a somber tone.
- (iii) **Pitch:** Pitch is the slant of the voice. It reveals the speaker's frame of mind. An unusually high pitch may reflect agitation. An unchanging pitch may be boring or monotonous it has the effect of decreasing the listener's span of attention. The pitch also helps us understand the speaker's social position. A person in a position of authority uses a higher pitch than an ordinary person.
- (iv) **Pause:** A pause emphasizes a message. A pause is to speech what a comma is to written matter. A pause at the wrong place may lead to miscommunication. For example, the difference between 'fruit trees' and 'fruit trees' is vast.
- (v) **Volume variation:** The speaker should adjust the volume of his voice depending on the size of the audience. Larger the audience, the louder, voice should be. Volume variation makes the speech effective. Sometimes, changing from loud to soft and from soft to loud also has the desired effect.

(vi) **Mixed signals:** Mixed signals occur when the tone, pitch and facial expressions of the speaker do not match the words that he is speaking. This confuses the listener as to the exact motive of the speaker.

For example, praise delivered in a sarcastic tone conveys mockery.

(vii) **Proper word stress:** Communication can be made more effective by putting proper emphasis or stress on the right words.

(viii) **Overall impression:** A message is understood by the listener not only by the content, but also by the manner in which the speaker conveys it. The speaker's attitude, dressing style, physical appearance, age, gender, accent and the quality and tone of the voice also affect the message that gets communicated.

For a message to be effective, the overall impression given by the individual should be in consonance with the message that he wants to convey.

Advantages of Paralanguage: No oral communication is complete without paralanguage as it is closely connected to the language itself. To a large extent, paralanguage indicates the position and situation of the speaker, whether in an organization or in society. It also reflects the speaker's personality and background to a great extent. Paralanguage is indicative of the mental state of the speaker. A discerning listener can derive right conclusions from the pitch, tone and speed of a message. This can often be very useful.

Limitations of Paralanguage:

Paralanguage is 'semi' or 'like' a language. It is not a language by itself. Therefore, not all the advantages associated with actual language can be attributed to paralanguage.

Paralanguage involves drawing of conclusions on the basis of a number of peripheral (side) attributes. Such conclusions need not always be right. In such a case, they may even create undue bias. This, in itself, makes paralanguage misleading or confusing at times. Also, as speakers may come from different backgrounds, cultures and situations, the conclusions from paralanguage may be difficult to draw, and when the speaker and audience are across cultures to convey a message in its entirety, especially.

Activity: 1

Write the transcription of the words and vice-versa.

S.N.	Transcription	Word	Word	Transcription
1	/ 'endʒɪ 'nɪə(r) /		Read	
2	/ ən 'səmpl /		Eat	
3	/ aɪl /		Riot	
4	/ æn 'tenə /		Drink	
5	/ 'dʒʌŋkʃn /		Love	

6	/ 'daɪəʊd /		Play
7	/ 'baɪəst /		Time
8	/ pə 'tenʃl /		Pen
9	/ 'bæriə(r) /		Black
10	/ dɪ 'pli:t /		Write
11	/ 'breɪkdaʊn /		Right
12	/ mə 'dʒɒrəti /		Calm
13	/ kə 'rɪə(r) /		Paper
14	/ 'kærɪə(r) /		Cool
15	/ maɪ 'nɒrəti /		Hot
16	/ dɪ 'fju:s /		Tea
17	/ dɒp /		Watch
18	/ ,i:kwi 'lɪbrɪəm /		Reader
19	/ 'vəʊltɪdʒ /		Change
20	/ rɪ 'zɪstəns /		Long
21	/ ,dɪsɪ 'peɪʃn /		Small
22	/ ə 'næləsɪs /		College
23	/ 'klɪpə(r) /		Collage
24	/ 'regjuleɪtə(r) /		Engineer
25	/ 'temprətʃə(r) /		Boy
26	/ ,kəʊɪ 'fɪʃnt /		Arm
27	/ ,baɪ 'pəʊlə(r) /		English
28	/ træn 'zɪstə(r) /		Five
29	/ 'æmplɪfɪə(r) /		Milk
30	/ kwi 'esnt /		Father
31	/ ɪm 'pi:dns /		Mother
32	/ 'baɪəs /		Brother

Tongue Twisters

Tongue twisters are phrases or sentences with many similar sounds that are difficult to say correctly when you are speaking quickly. Tongue twisters are a great way to practise and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for young students, but are also used by senior professionals like actors, politicians, and public speakers who want to sound clear when speaking. Tongue twisters are the best way to strengthen your English skills. It also shows what sounds and words you have difficulty in pronouncing. It warms up your speaking skills. You may notice that public speakers and performers speak tongue twisters before they enter the stage.

Given below are the some famous tongue twisters in English:

- Peter Piper picked a peck of pickled peppers.
- A peck of pickled peppers Peter Piper picked.
- If Peter Piper picked a peck of pickled peppers.
- Where's the peck of pickled peppers Peter Piper picked?

Tongue Twisters

Four furious friends fought for the phone.

Clean clams crammed in clean cans.

How can a clam cram in a clean cream can?

Send toast to ten tense stout saints ten tall tents.

How many cookies could a good cook cook. If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

Roberta ran rings around the Roman ruins.

Does this shop sport short socks with spots?

A quick witted cricket critic.

No need to light a night light on a light night like tonight.

How many cans can a canner can if a canner can cancans? A canner can can as many cans as a canner can if a canner can can cans.

Terry Teeter, a teeter-totter teacher, taught her Daughter Tara to teeter-totter, but Tara Teeter didn't as Terry Teeter taught her to.

Activity: 2

Read out the poem loudly and check your pronunciation:

A Poem on English Pronunciation

Dearest creature in creation,
 Study English pronunciation.
 I will teach you in my verse
 Sounds like corpse, corps, horse, and worse.
 I will keep you, Suzy, busy,
 Make your head with heat grow dizzy.
 Tear in eye, your dress will tear.
 So shall I! Oh hear my prayer.
 Just compare heart, beard, and heard,
 Dies and diet, lord and word,
 Sword and sward, retain and Britain.
 (Mind the latter, how it's written.)
 Now I surely will not plague you
 With such words as plaque and ague.
 But be careful how you speak:
 Say break and steak, but bleak and streak;
 Cloven, oven, how and low,
 Script, receipt, show, poem, and toe.
 Finally, which rhymes with enough tough, through, plough, or dough, or cough?
 Hiccough has the sound of cup.
 My advice is to give up!

The Art of Writing: Careful planning is the basis of success in most tasks. Thinking, reasoning and planning before writing has many advantages. Writing is a mode of communicating a message for a specific purpose. A written piece reveals one's ability to think clearly and to use language effectively. A manager is responsible for a variety of written communications, such as replies to clients, enquires memos, recording agreements, proposals for contacts, formal or informal reports to initiate action, and so on. A manager should be able to convey information, ideas, instructions, decisions, and welfare proposals in written form, in keeping with the level of the people who receive and read them. However, a manager's objective in writing a particular document is only met when readers understand exactly what is intended to be communicated to them. A manager, therefore, should be able to write down his or her thoughts simply and concisely.

Written communication is defined as any type of message that utilizes written words. It is the most common form of business communication and has become increasingly important

throughout the information age. Written communication can take place traditionally on paper or more modernly on an electronic device, such as by email or electronic memo. They are an effective method for transferring information within a business. Written communications are essential to any scenario involving more than one person. The other main form of communication is oral communication, or messages which are spoken.

The Skills Required in Written Communication:

Written communication skills are those skills in which we use written words to deliver our point of view. While it may have the same features as verbal communication skills have, there are some significant differences. Verbal communication relies on body language and your voice's tone to deliver information. Written communication skills use grammar, punctuation and words. For an effective written communication, ensure that it should be clear, concise, complete and courteous. Effective writing does not come by chance. It does not just happen. There is a set of skills required to write simply, clearly, accurately, and concisely. Writing skills are as essential as the other knowledge and skills that form an executive's professional qualifications and requirements. The skills required for business writing are essentially the same as those required for general written communication. Business writers should carefully check the grammar, punctuation, and spellings; ensure that sentences and paragraphs are structured logically; and follow the principles of sound organization—clarity, simplicity, and directness.

Written communication skills are made up of five core elements:

- Clarity
- Conciseness
- A professional and formal tone
- Precision and composition / Active voice
- Completeness

Written communication requires a high level of skill in order to be conducted effectively and professionally. This form of communication is very common in business, so it is important that each employee has an understanding of written communication and a continual motivation to develop and improve their skills. Effective written communication should include the following skills:

- **Clarity:** All written communication should be clear, direct, straightforward, and understandable. Confusion will be prevented amongst readers if the message makes sense.
- **Conciseness:** Written communication should be kept short to avoid repetition and avoid leaving out necessary information. Conciseness assists in making a message clear.
- **A professional and formal tone:** Keeping a courteous tone builds effective rapport and maintains a polite, respectful, and culturally sensitive dialogue.

- **Precision and composition:** All facts and dates should be accurate, and all spelling and grammar should also be correct. Precision builds a professional tone and confirms that effective study has been done.
- **Completeness:** All necessary information should be included in the written communication.

Types of Written Communication

There are various forms of business communication that may be applied either internally to employees and business operations or externally to other clients and businesses. Some of the most common types of written communication are:

- Reports
- Memos
- Bulletins
- Job descriptions
- Employee manuals
- Emails
- Instant messages
- Websites
- Letters
- Postcards
- Telegrams
- Faxes
- Contracts
- Advertisements
- News or press releases
- Brochures

Basic Principles of Effective Written Communication

1. Write coherent sentences

Make sure that each sentence is complete and devoted to one topic. Do not include information that is not related to the main topic of the communication.

Example:

Incorrect: I like reading, horse riding, and I also work as a security guard.

The sentence above is about one's hobbies. Yet, the last part, "I also work as a security guard", seems to be related to one's occupation (and not hobbies). Therefore, this last part does not belong to this sentence. A new sentence should be created to communicate the occupation.

Correct: I work as a security guard. In my spare time I like reading and horse riding.

Write coherent paragraphs

One paragraph is one unit of thought. Do not include sentences that are not related to the main thought into the paragraph.

Example: **Incorrect:** My hobbies are reading and horse riding. I like reading novels and science fiction. I read at least one book every month. Riding horses is another hobby that I enjoy. Every weekend I jump on my horse and steer it into the desert. Than desert is the biggest Indian desert.

The paragraph above discusses one's hobbies. This is the main topic or theme of the paragraph. The last sentence ("Their desert is the biggest Indian desert") deviates from this main topic. This sentence has to be removed from the paragraph.

2. Use short sentences

Using short sentences makes it easier for the reader to understand the intended message. Very long sentences can be broken down into several short, simple sentences.

Example:

Incorrect: I like riding horses since horses are very energetic, yet, at the same time, caring animals.

While the sentence above is quite simple, it can be made even simpler and easier to understand by splitting it into shorter sentences.

Correct: I like riding horses. They are very energetic animals. Horses are also very caring.

3. Be specific

If one mentions something in writing, the reader needs to know exactly what is being discussed. Otherwise, do not mention this at all. Being specific does not mean increasing the length of the writing by adding many details. It is more about using precise terms and being factual.

Incorrect: Several organizational units are currently facing certain issues with respect to the new managerial approaches implemented by the new leadership.

There is much ambiguity in this message. The sentence above should be rewritten to include specific details.

Correct: The new President decreased budgets for the IT and Marketing departments. As a result, both departments laid off people and cancelled all new projects.

4. Omit Redundant words

Delete words that do not convey any valuable information. It is very easy to "bury" the intended message in the clutter of words and expressions that are not necessary for transmitting the message. Declutter writing to reduce its length and make it easier for the reader to understand the message.

Example:

Incorrect: Based on what I have read in the book and my understanding of the material, I think it can be recommended that ABC Corporation should consider acquiring and implementing a new enterprize system.

Correct: ABC Corporation should implement an enterprise resource planning system.

5. Keep it simple

If one wants to make his or her message easy to understand, then simple sentence structures and simple vocabulary should be used.

Example:

Incorrect: This system is designed with the aim of helping improve the efficiency and effectiveness with which people find parking spots in the central business district of Delhi.

Use Active Voice

Use active voice to make the message simple and direct.

Example:

- **Incorrect:** Active voice should be used in sentences.
- **Correct:** Use active voice in sentences.

Note that the second sentence is shorter and has a simpler grammatical construction.

6. Avoid jargon, idioms, acronyms, and cultural references

Avoid jargon, idioms, acronyms, and cultural references to make the intended message easy to understand for a broader audience. In some situations, however, jargon, idioms, and cultural references can actually make the message easier to understand. They can also make the message more vivid and memorable. All this happens under the condition that the writer and his or her audience share a common professional, linguistic, and cultural background.

7. Structure the writing

Any written message should have a simple and clear logical structure. A well-structured message has a “built-in” roadmap for the reader to follow. This roadmap has enough signs and clues that help a reader to travel from start (no understanding of writer’s ideas) to finish (complete understanding of the writer’s ideas). One should always put some thought into the structure of a paragraph or a report.

Example:

Question: Why do you like living in Bangalore?

Answer: Thesis Statement: I like living in Bangalore because of (sub-point 1) great weather

and (sub-point 2) wonderful people

Explain the thesis statement by breaking it down into two sub-points and discussing each of the sub-points in more detail. For each of the sub-points, you can provide additional details to make your sub-points more understandable.

Explanation of sub-point 1:

- It is (1.1) reasonably sunny and (1.2) comfortable in Bangalore all year round.
- Bangalore has clear skies 300 days a year. Bangalore average annual temperature is 20 degrees Celsius.

Explanation of sub-point 2:

- People are (2.1) friendly and (2.2) helpful in Bengaluru.
- People smile at me whenever I go out. People in Bengaluru are always ready to help if I get lost in the city.

Conclusion:

Weather and people make Bengaluru a perfect place to live in. I like living in Bengaluru because of (1) great weather and (2) wonderful people. First of all, the weather is great in Bengaluru. It is (1.1) reasonable sunny and (1.2) comfortable in Bengaluru all year around. Bengaluru has clear skies 300 days a year. Bengaluru's average annual temperature is 20 degrees Celsius. Secondly, people are (2.1) friendly and (2.2) helpful in Bengaluru. Strangers on the street smile at me whenever we make eye contact. When I get lost, people on the street are always willing to give me directions. Weather and people make Bengaluru a perfect place to live in. Everyone should visit Bengaluru.

8. Pay attention to spelling

Spelling mistakes can lead to two problems. First, it makes a literate reader “stumble”: the reader pauses for a moment to register a misspelled word and figure out the correct spelling of the intended word. Second, spelling errors also make it less likely that the reader will take the written message seriously or remember it. Why should anyone pay attention to a message from someone who does not have the basic language correct or simply does not care enough to recheck his or her text?

9. Pay attention to Grammar

- It is important to master some of the most important rules of grammar. These rules are useful conventions that aid in delivering a message. Violating these conventions may not constitute a fatal flaw, yet may seriously distort the intended message or simply distract the reader from understanding the intended message.

10. Use proper punctuation

Proper punctuation divides the written message into meaningful parts or shows the relationships among those parts. This makes it easier for a reader to understand the message.

Correct usage of a comma

The rules below explain when commas should be used.

- **Rule 1:** When three or more items are listed.
Example: He ate a sandwich, a bag of chips, and a banana.
- **Rule 2:** When two adjectives are used in front of a noun and the order of these adjectives are not important.
Example: He was a shrewd, experienced businessman
- **Rule 3:** When two independent clauses are connected by a connector word, such as “and”, “but”, etc.

Example: Rota did not know why the numbers in her tax returns did not add up, and she blamed her accountant for that. But please note that if a subject does not appear in the second clause, then it is not necessary to use a comma.

Example: Rita did not know why the numbers in her tax returns did not add up and could not come up with any reasonable explanation.

- **Rule 4:** When a sentence starts with a dependent clause or an introductory sentence, put a comma after it to separate it from the independent clause.

Example: If you are not sure about your future career plans, then do not declare your major in the first year. When an introductory sentence is short, it is not necessary to put a comma after it.

Example: When you are ready we can go and shop for a good used car. It is usually not necessary to have comma after a dependent clause when it follows the independent clause:

Example: Do not invest your money into stock if you cannot afford to lose it.

- **Rule 5:** Use commas to separate the so-called non-essential words. These words are typically used for clarifying things within a sentence.

Example: Harish, who was an experienced accountant, knew that creative accounting could lead to the downfall of the entire company.

- **Rule 6:** Use commas after short words that introduce a sentence. These words include—well, yes, hello, why, yet, etc.

Example: Hey, but you knew what you were getting into when you signed the contract!

Example: Well, this is a totally different story.

- **Rule 7:** Use commas around expressions that interrupt the flow of a sentence.

These words include—by the way, after all, however, nevertheless, etc.

Example: This is, by the way, one of our best football players.

- **Rule 8:** Use commas to set off a phrase that addresses or references a person.

Example: Yes, my friend, you are also invited.

Example: I can assure you, Mom, that this will not happen again.

Example: And you, Hari, should have produced much better results by now.

- **Rule 9:** A comma should be used to separate the day of the month from the year.

Example: He visited Mumbai on, June 1, 2015.

Please note that there is no comma if only month and year are used.

Example: He visited Mumbai in June 2005.

- **Rule 10:** A comma should be used to separate a question from a statement.

Example: This is a nice town, isn't it?

- **Rule 11:** A comma should be used to separate two parts of sentence that are contrasted.

Example: These nachos are mine, not yours!

- **Rule 12:** Use commas to set off certain introductory words, such as—for instance, that is, i.e., e.g., namely—when these words are followed by a list of items.
Example: His backpack contained several essential items, namely, a bottle of water, a pack of chewing gum, and a cellphone.
- **Rule 13:** A comma should be used before “etc.”
Example: Examples of healthy snacks include carrots, nuts, yoghurt, bananas, etc.
- A comma should also be used after, etc., when the word is used in the middle of a sentence.
- *Example:* Please bring bananas, apples, grapes, etc., to keep your carbs level up between the races.

11. Correct usage of a semicolon

If one writes using short, simple sentences, then semicolons are not needed. In fact, semicolons often play a role identical to that of a period: to separate two sentences.

The only difference is that a semicolon is used to show that the two sentences are closely related.

Example: Mehul worked very hard on her golf swing; the results were immediate and impressive.

Yet, it can be argued that the same effect can be achieved by separating the two sentences with a period and then indicating that the sentences are closely related using the wording within those sentences to link them.

Example: Mehul worked very hard on her golf swing. Her hard work produced immediate and impressive results.

Reading style:

Reading Styles



- **Skimming** – Reading rapidly for the main points
- **Scanning** – Reading rapidly through a text to find specific information required
- **Extensive** – Reading longer texts, often for pleasure and for an overall understanding
- **Intensive** – Reading shorter texts for detailed information with an emphasis on precise understanding

- Skimming
- Scanning
- Churning
- Assimilation

Reading skill refers to the ability to understand written texts. It is advisable to develop this skill at an early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

The words 'churning and assimilation' are related to the processes of stirring up in our mind the ideas, context, structure, etc., and grasping the contents of the reading text respectively.

1. Read the variety of materials. Do not limit yourself to textbooks.
2. Circle unknown or unfamiliar words as you read.
3. After reading, recall as much of the information as possible. Jot down points if you like.
4. To enhance understanding of the content in a text
5. To improve attention and concentration while reading

2.3 SKIMMING AND SCANNING



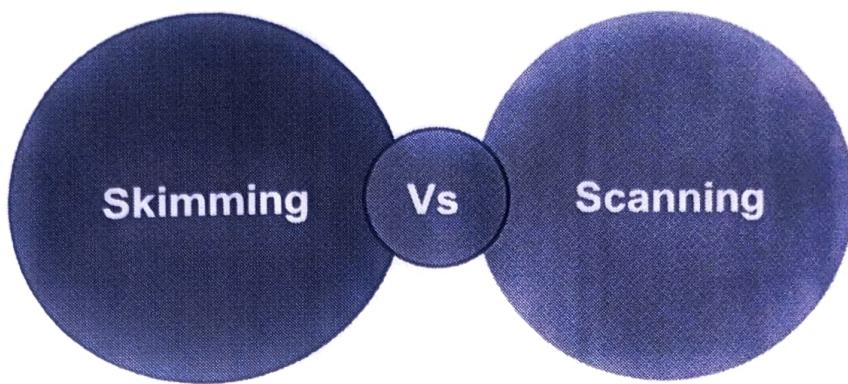
Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find facts. You should understand that...

- for which audience the text was written (general public, professionals, laymen...)
- what type of text it is (report, informal letter, formal letter, article, advertisement...)
- what is the purpose of the author (to describe, to inform, to explain, to instruct, to persuade) and the general contents of the text?

Churning and Assimilation

Churning and assimilation are the integral part of reading. While skimming and scanning are the quick processes, the churning and assimilation are and slower. The words 'churning and assimilation' are related to the processes of stirring up in our mind the ideas, context, structure, etc., and grasping the contents of the reading text respectively.

Comparison Chart



Basis For Comparison	Skimming	Scanning
Meaning	Skimming is a way of reading something in a fast manner so as to grasp the main points.	Scanning means to look carefully and quickly at the written material so as to locate something.
Method of Reading	Quick	Selective
Involves	Reading out the maximum content in minimum time.	Finding out the required data.
Objective	To take a bird's eye view of the text.	To spot and cast specific facts.
Familiarity	The reader is not familiar with the text.	The reader knows what he is searching.

Key Takeaway

Basically, skimming tells you what information is contained in the section or in the document as a whole. In this, the reader runs his eyes quickly over the large chunks of material to pick the main points. On the contrary, scanning tells you where the information of your requirement is located in the text.

Hence, one can skim the passage to understand its essence, whereas one can scan it to find certain words, numbers, dates, etc.

Writing Skill

Practise your English writing skills at your level. Writing different types of texts, like emails, text messages, essays and letters, is a very important skill for many learners of English, especially those who are learning English for their work or studies. Choose your level, from beginner to advanced, and start learning today by reading model texts and doing the exercises, whether you need to improve your English writing skills for work, for studying or to be able to communicate effectively.

Methods

There are some simple steps that we can take to improve our written English and impress people with our writing skills.

- **Expand our vocabulary:** To express ourselves clearly, we need a good active vocabulary.
- Master English spelling.
- Read regularly.
- Improve your grammar.

The paragraph can be written in any one order. The difference lies in the way the information is presented, and where the main idea is placed. The specific technique used depends on the style of writing, the kind of document being written, the purpose, and the audience.

Paragraph Writing and Various Methods

A paragraph, a distinct unit in prose writing, is a collection of related sentences dealing with a single topic. It is a self-contained unit of discourse in writing. In other words, it is “a group of sentences or a single sentence that forms a unit”.

A paragraph generally comprises two to eight or more sentences.

Requisites of a Paragraph

- Unity—singleness**
- Coherence—relatedness**
- Emphasis—prominence or force**

Unity—singleness

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence: relatedness

It is the trait that makes the paragraph easily comprehensible to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges. Thus, every sentence logically follows from the one preceding it. The significant tools of maintaining coherence in a paragraph are:

- Pronoun
- Repetition
- Synonyms
- Connectives

Emphasis—prominence or force

It refers to force or prominence which makes the important points stand out in the paragraph. It is essential for writers to use devices strategically to emphasize the main idea in the paragraph. The devices which help writers stress key idea in the paragraph are:

- Balance
- Emphatic position

- Space
- Repetition
- Contrast
- Emphatic words

Types/Methods of Paragraph Writing

(a) Chronological method

- Developing paragraph with respect to time
- This is a natural order of narration, in which one event leads to another

(b) Spatial method

- Developing paragraph with respect to space (area-wise arrangement of matter).
- This order is useful when the author wants to write about the location of a place or the description of a particular object.

(c) Linear method

- Step-by-step forward movement of matter.
- This order is also used in narration, but with visible markers, like Firstly..... Secondly..... and finally.

(d) Inductive method

- An inductive paragraph begins with either evidence or reasons leading to the statement of the writer's claim at the end of the paragraph.
- Inductive paragraphs are therefore 'conclusion-oriented'.
- The main conclusion is the most important part of the reasoning and usually comes at the end of the paragraph.
- The writer moves from specific/particular to general statement/idea.

Example:

Education and knowledge are desirable for democracy. It is the knowledge which differentiates human beings from animals. Man is blessed with a brain by God which is everlasting. He can create knowledge. Knowledge is the awareness of a fact. Misuse of knowledge leads towards destruction of the whole mankind. Hence, we can say that **Knowledge is power and ignorance is curse.**

(e) Deductive method

Begins with topic sentence and goes on to record the supporting facts (DGP – general to particular)

- The author in a deductive paragraph provides his claim usually in the first sentence of the paragraph.
- The sentence containing the claim, which is the main point of the paragraph, is often referred to as the 'topic sentence'.
- The topic sentence is then developed in the rest of the paragraph with evidence and reasoning supporting the initial claim.

- The writer moves from generalized to particular/specific statement/idea.

Example:

Knowledge is power and ignorance is curse. Education and knowledge are desirable for democracy. It is the knowledge which differentiates human beings from animals. Man is blessed with a brain by God which is everlasting. He can create knowledge. Knowledge is the awareness of a fact. Misuse of knowledge leads towards destruction of the whole mankind.

(f) Exposition method:

- Analyze, interpret, discuss, explain same idea in several ways
- Begins with topic sentence, and explains to make the idea clearer.

Interruption method:

Whenever the writer gives a break to the line of thought and gives a turn to the idea to produce the desired effect, he uses this method.

Easy to Understand / Simplified

- **Inductive:** The inductive method of developing a paragraph proposes a sequence in which the sentences move from specific to general ideas. In other words, the individual supporting ideas appear one by one and in the end they ultimately lead to the general statement containing the core idea.
- **Deductive:** Deductive method is just the reverse of inductive method. For example a guided thesis, book or magazine etc. It means that the teacher presents the rule, gives a model, then the learners do free practice and answer question and undertake exercises.
- **Exposition:** Exposition in a written work is the passages, which explain where events take place, what happened before the story begins, and the background of the characters. Exposition also plays an important role in film-making. When preparing a script, screenwriters often write detailed biographies for each of their main characters. These back-stories may never appear in the film directly.
- **Linear:** Paragraphs developed in a linear or sequential fashion present the logical progression of a process or an idea. The steps involved in manufacturing a product may be depicted using a paragraph of this kind. Each sentence logically leads to the other and all the sentences in the paragraph are interlinked.
- **Interrupted:** The punctuation marks ',', '(', '—', '!' (comma, parentheses, em dash, exclamation mark) serve as interrupters and add emphasis to the sentences. They interrupt the flow of sentences by breaking chunks of ideas. Remember, interrupters can be words, phrases, or punctuation marks.
- **Spatial pattern:** This method is used in developing the paragraph writing to emphasize the visual description of a particular idea by providing details related to the topic. This description does not need to follow the time pattern but it can

represent the spatial movement, namely inside to outside, front to back, left to right bottom to top of the process.

- **Chronological pattern:** This technique is used to organize the ideas in a paragraph chronologically and tells the importance to the date and time while writing/ organizing the paragraph or story. A writer can arrange the sentences starting from the earliest event to the most recent event, or vice versa, and accordingly, this order of arranging the sentences is called chronological pattern.

Key Takeaway

Paragraph is a group of sentences that introduces, presents and develops one main idea about the topic. The Topic Sentence: is normally the first sentence of the paragraph.

Requisites of a Paragraph: The three basic requirements of a good paragraph are Unity, Coherence and Emphasis.

An inductive paragraph begins with either evidence or reasons leading to the statement of the writer's claim at the end of the paragraph.

The author in a deductive paragraph provides his claim usually in the first sentence of the paragraph.

2.4 TED TALK

A TED talk is a recorded public-speaking presentation that was originally given at the main TED (technology, entertainment and design) annual event or one of its many satellite events around the world.

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks, often called "TED talks." TED talks are limited to a maximum length of 18 minutes but may be on any topic.

Popular TED talks include:

- "The interspecies internet? An idea in progress"
- "Anatomy of a New Yorker cartoon"
- "Why we should build wooden skyscrapers"
- "The curly fry conundrum: Why social media 'likes' say more than you might think"
- "Meet global corruption's hidden players"
- "How we'll resurrect the gastric-brooding frog, the Tasmanian tiger"
- "Ingenuity and elegance in ancient African alphabets"
- "The dangers of willful blindness"
- "What ants teach us about the brain, cancer, and the Internet"
- "Why we sleep"
- The history of TED talks

The TED organization was founded by Richard Saul Wurman, and the TED conference was co-founded by Harry Marks in February 1984. The first TED conference was in 1984 and

the conference has been held annually since 1990. Initially, the focus of TED conferences was technology, design and entertainment.

However, TED has broadened its focus in recent years to include big ideas on a wider range of topics such as global issues, business, education and health. TED talks have been given by a variety of professionals from various fields of study, including actors, scientists, medical professionals and influencers.

- TEDx Talks are TED-like events that are organized by volunteers around the world.
- TED-Ed is a platform where educators can submit educational videos.
- TEDGlobal is an annual international conference that focuses on "ideas worth spreading."
- TEDTalks Director's Cut videos are select TED talks that have been remastered with new footage or animations.
- TEDWomen is an annual TED conference that focuses on "ideas worth spreading by women."
- TEDx in Schools is a program that brings TEDx events to schools.
- TED-Ed Clubs are after-school clubs for students who want to learn more about TED and TEDx Talks.
- The TED Prize is a \$1 million prize awarded annually to "an exceptional individual with a creative, bold vision to spark global change." As of 2018, the TED Prize is now known as The Audacious Project.
- TED Fellows are "outstanding young innovators" who are selected each year. The TED Fellows Program provides "support, resources and access to the TED community."

Listening with script reading:

"There is no friend as loyal as a book", said American author Ernest Hemingway. Books fire up your imagination, provide solace in times of grief, and open up your world.

The importance of a reading habit is intrinsically linked to professional success, as it opens up the mind to new experiences and provides new avenues of knowledge.

Reading can make you a better writer and speaker. Reading skills can take you a step ahead and help you achieve your objectives by customizing the way you read. If you choose the appropriate reading skill, it will enhance the reading process and help you achieve your goal.

If you wish to read for pleasure, you can use the extensive reading skill. There is no expectation from the reader here and you can understand the meaning of words through context. For example, after reading the sentence, "Tread softly because you tread on my dreams", you would be able to make out that the meaning of tread has something to do with walking.

Among the various reading skills, intensive reading is used most often. Here, one can

pay complete attention to every word and understand it fully. This method would take you much longer to read, but the comprehension of the text would be much higher.

Another reading skill, critical reading, helps analyze and question the assumptions in the text. It enables you to arrive at your own conclusions.

The Importance of Reading

Reading enhances our life in several ways:

Exercising Your Mind

One of the advantages of reading is that it engages various parts of your brain. When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centers of your mind. It helps recall information as well as stabilize your emotions.

The importance of a reading habit is that it strengthens mental muscles. Reading is one of the best mental workouts there is. It's been found that regular mental stimulation can slow down and possibly even prevent diseases like Alzheimer's and dementia. Reading keeps the mind agile and young.

The Role of Reading Skills in Communication

Swedish-American writer Frans Johansson, in his book *The Medici Effect*, explains how creativity is intersectional. Ideas born in one medium and industry can be used as inspiration for others.

Reading and writing work in similar ways. Reading improves your writing style and flow. Writers learn to perfect their craft by taking inspiration from other writers. It's impossible to be a good writer if you don't read. **Acclaimed author Stephen King is said to carry a book with him wherever he goes. He even reads while eating.**

Another vital role of reading skills in communication is perfecting your oratory skills. Reading teaches you new words and perspectives. It helps strengthen language and sharpens sentence structure. It gives you a better command over the language. All of these are critical to being a good speaker.

- (i) **Finding yourself:** Books work as portals to newer worlds. They have the potential to broaden your perspective, shape your attitude towards others and life, and open you up to new ways of thinking about everyday life.
- (ii) **Becoming a well-Read Individual:** Well-read individuals are held in awe. The words "well-read" are often used to denote a learned individual, full of wisdom. Before the internet, books were the only sources of information and knowledge. Books contain the collective wisdom of our times. The more you read, the more you will learn about the world and the people in it. One of the great benefits of reading is that it helps you evolve your understanding of the world.
- (iii) **Keeping calm and Entertained:** Books can be a perfect escape from reality. They can cheer you up when you're down, motivate you when you're sad, and even keep you company when everybody else is busy.

One of the benefits of reading is that it relaxes your mind and body. One can recharge himself/herself energy levels much faster when he/she read. Reading is the best way to end the day on a calm note. It may even help you fall asleep much faster.

Pronunciation; speaking style; content and sequencing:

Pronunciation is more than 'listen and repeat'. Pronunciation includes features of language (vocabulary and grammar) and skills (speaking and listening).

Like vocabulary and grammar, we pronounce by noticing and understanding rules and patterns which lie beneath the surface of speech.

For example, if an English word has two syllables, the stress is usually on the first syllable for nouns and adjectives, and the second syllable for verbs. Since pronunciation is part of speaking, it is also physical. To pronounce a new language, we need to re-train the muscles we use to speak. And pronunciation involves listening to how the language sounds. We can practice by focusing on connected speech while playing fragments from speech recordings.

Tongue, lips and jaw role in pronunciation:

Our tongue, lips and jaw (vocal articulators) physically shape our pronunciation. When we learn our first language, we develop speech habits which we may not be conscious of developing. This is what makes pronunciation in a new language so difficult – we carry with us the speech habits from our first language.

According to **Tracey Derwing and Murray Munro**, authors of *Pronunciation Fundamentals*, most people who learn a new language will keep accent features from their first language.

However, an accent is not necessarily a problem. One can keep his accent still be understood.

A learner's goal may be to communicate with other people from around the globe; not necessarily with native English speakers. With this in mind, one can focus more on aspects of pronunciation which aid understanding.

Some features of pronunciation make the message clearer to the listener. For example, a clear difference between the /r/ and /l/ sounds.

PRACTICE QUIZ

1. Inductive method proceeds from:
 - general statements to particular statements
 - particular to general statements
 - ambiguous to clear statements
 - none of these

2. A sentence which contains the main theme of the paragraph is:

 - (a) first sentence
 - (b) main sentence
 - (c) topic sentence
 - (d) chief sentence

3. Basic requirements of a good paragraph are:

 - (a) emotion
 - (b) logic
 - (c) style
 - (d) unity, coherence and emphasis

4. Spatial method refers to:

 - (a) planets
 - (b) space
 - (c) places
 - (d) time

5. Deductive order refers to:

 - (a) particular to general statements
 - (b) general to particular statements
 - (c) one particular to another
 - (d) general to general

REVIEW QUESTIONS

1. Why is listening the most important of the communication skills?
 2. What prevents good listening?
 3. Explain barriers to listening.
 4. Are these statements true?
 - (i) Listening is a natural skill and cannot be trained.
 - (ii) You can make a speaker feel good by listening attentively.
 - (iii) A senior official spends most of the time in speaking.
 - (iv) Listening attentively is an aspect of good manners.
 5. "Listening is hearing with thoughtful attention." Discuss.
 6. Describe in detail the process of listening.
 7. Differentiate between skimming and scanning.
 8. "Premature evaluations and hurried conclusions distort listening." Discuss.
 9. Write a short note on Ted Talks.
 10. How to improve listening comprehension?
 11. Write a short note Pronunciation & Speaking style.
 12. "Listening is an art". Discuss.