

Unit 3

Listening Skills

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3.1 Introduction

In the previous unit, we have learnt the techniques of oral communication. The success of oral communication depends largely on the listening capacity of the listener. In this unit, you will be introduced to one of the fascinating areas of language learning and that is 'listening'. This is a skill, which is not given its due importance in our language learning. We take it for granted that naturally all listen to language automatically and therefore, there is no need of developing listening as a skill of language. However, this is not true. Here, you will identify different hindrances to listening and hence learn to avoid them. You will also learn different strategies that you can use and practise while listening, to make communication process easy and productive.

Objectives:

After studying this unit, you should be able to:

- identify the difference between hearing and listening.
- describe different types of listening
- list different barriers of listening
- apply appropriate strategies to be an effective listener
- explain semantic markers

3.2 Meaning of Listening

Listening is a highly complex, interactive process, “by which spoken language is converted to meaning in the mind” (Lundsteen, 1979). As this definition suggests, listening is more than just hearing, although children and adults often use the two terms, hearing and listening, synonymously. Hearing is only one important component of listening.

In order to become a good learner, you need to become a good listener. You may be surprised to know that hearing and listening are not the same thing. You could say that good hearing is the foundation of good listening. Listening is a specialized form of hearing and is the primary function of the ear. It is the thinking or converting to meaning what one hears that is the crucial part of the listening process.

- i) **Hearing** is a passive process. It is merely the detection of sounds around us. Normally, we come across ‘hearing’ in certain situations. E.g.: When your lecturer reprimands you for some of your shortcomings, you just hear it without paying much attention.
- ii) **Listening:** It is an active process. It involves the conscious desire to determine the meaning of what is heard. While listening, one is engaged in processing the data, reconstructing the data and also giving meaning to the data. Instead of reprimanding you, if the lecturer talks about the forthcoming examination and discusses the possible questions that could be asked, you tend to become attentive and listen to him intently. Now you are listening and not just hearing.

Self Assessment Questions

- 1 In order to become a good learner, one has to become a good listener (True/False)
- 2 Hearing is the specialized form of listening (True/False)
- 3 Hearing is an active process where as listening is a passive process (True/False)
- 4 To solve any problems involving complaints, one should master the art of listening (True/False)
- 5 Listening is an interactive process. (True/False)

3.3 Types of Listening

Listening can be categorized based on the intention of the listener. They are, discriminative, comprehensive, evaluative, appreciative, empathetic, therapeutic and dialogic.

1. Discriminative listening :

As the name itself suggests, Discriminative listening is the most basic type of listening, whereby the difference between the sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language first, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they find the sounds similar and cannot distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the slight variation in the tone of another person's voice will be less likely to discern the emotions experienced by the person.

Listening is a visual as well as auditory act. As we communicate much through **body language**, we need to be able to discriminate between muscle and skeletal movements that signify different meanings.

2. Comprehensive listening:

When the discriminating of sounds is achieved, you should learn to make sense of the learnt sound. To comprehend the meaning, you require a lexicon of words and all rules of grammar and syntax by which you can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a verbose communication.

3. Evaluative listening:

Evaluative listening is also called 'critical listening' because we make judgments about what the other person is saying. We seek to assess the

truth of what is being said. We also judge what they say against our **values**, assessing them as good or bad, worthy or unworthy. Evaluative listening is particularly relevant when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our **beliefs**.

4. Appreciative listening:

In appreciative listening, the main intention is to seek certain information, which will be appreciated. For example, the information that helps meet our goals and needs are looked for. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

5. Empathetic listening:

When we listen empathetically, we seek to understand the beliefs, moods, emotions and goals of other people. This requires excellent discrimination and close attention to the nuances of emotional signals.

In order to get others to expose these deep emotions to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

6. Therapeutic listening:

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker, but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure of those problems. This also happens in work situations, where Managers, HR personnel Trainers and Coaches seek to help employees learn and develop.

7. Dialogic listening:

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening means learning through conversation. It is an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening' because with the help of exchange of ideas while listening, we also indirectly create a relation.

Self Assessment Questions

6. The other name for evaluative listening is _____.
7. To extract key facts from a verbose communication, one should have the skills of _____ listening.
8. The type of listening where different types of sounds are recognized and differentiated is called as _____.
9. Listening to good music is a type of _____ listening.
10. _____ listening is also known as relational listening.
11. In _____ listening, the listener not only empathizes with the speaker, but also suggests some change, so that the speaker develops himself in a desired way.

3.4 Barriers to Effective Listening

Listening is the most important part of the communication process. However, listening skills do not come naturally to most people; they require willingness, practice, and patience to develop.

There are many reasons for the failure of individuals to listen successfully. These include:

1. Interrupting
 2. Faking attention and tuning out
 3. Becoming emotional
 4. Jumping to conclusions
 5. Becoming distracted
 6. Prejudging the subject
 7. Wrong focus
 8. Gathering only facts
 9. Inflexibility while listening
 10. Avoiding complicated subjects
1. Interrupting is a problem for many reasons. First, it is aggressive behaviour and will most likely bring a negative response from the speaker being interrupted. Second, it is difficult to listen and speak at the same time. When the listener is interrupting, he or she is certainly not listening fully.
 2. Faking attention and tuning out can be offensive and is usually hard to hide. This is hurtful and sends the message to the speaker that the

listener doesn't really care about what the speaker is saying. If an individual cannot listen actively in the present moment, it is best to let that be known and suggest that the communication process be put off until a point when there are no distractions.

3. Becoming emotional can hinder one's ability to listen. It is important that the receiver be aware of his or her emotions. If the sender is sending a message that is offensive, it is important to acknowledge that fact and be aware that something is threatening a breakdown in the process. When a receiver is vexed, it is easy for him or her to miss the most important part of the sender's message.
4. Jumping to conclusions is often considered the most common barrier to listening. The listening, to be effective, should be done with full attention to whatever the speaker has to say. Only then there should be any reaction. More often we tend to jump to conclusion regarding the speaker's message, which is one of the important barriers of effective listening. It may be helpful for the listener to wait until the speaker is finished before responding. It can also be helpful to ask questions throughout the conversation to clarify issues, or to let the speaker know that he or she is communicating in a way that suggests a certain thing, which may not be what they are intending to say.
5. Distraction is easily possible while trying to communicate. Often one has many tasks to do or there are a lot of other activities taking place, while someone is trying to communicate. This can be a problem because it leads to miscommunication, faking attention, and tuning out all together – all of which threaten future communication.
6. Instead of listening to the speaker, many people tend to assume that the subject is boring or dull. During any conversation, presentation or speech, they turn their attention to other things or simply day-dream.
7. Another barrier of listening is the focus of the listener on appearance and delivery of the speaker. The listeners observe the appearance and the delivery style of speaker instead of listening to what is being said. They keep looking for faults in the speaker's appearance instead of judging the speaker by the content of his speech.
8. Many people listen to gather facts instead of trying to understand the underlying idea and integrating it with non-verbal communication. By

focusing too much on the facts, the listener may miss the message that the speaker is intending to convey.

9. Many formal speeches are not carefully outlined and organized. As a result, many listeners try to mentally outline the presentation instead of paying attention to what is being said.
10. When the subject is technical or complicated, many people stop listening altogether. The listeners decide beforehand that since the subject is not familiar, they will not be able to understand what the speaker is trying to say.

Self Assessment Questions

12. Turning one's attention to other important things instead of listening to the speaker at a point of time is considered a good habit of listening. (True/False)
13. Paying attention to the presentation of the speaker instead of the subject is a barrier of listening. (True/False)
14. A technical or complicated subject is not at all a barrier for effective listening. (True/False)
15. Too much attention to the facts told by the speaker may result in missing the underlying message. (True/False)
16. A good listener should always jump to conclusion at the beginning of the speech without waiting for the speaker to complete the facts and messages that he intends to pass on to the listener. (True/False)

3.5 Strategies for Effective Listening

Although the reasons for listening breakdowns are numerous, there are many ways to improve listening skills. These are:

1. Provide clues that you are actively involved
 2. Concentrate
 3. Refrain from formulating an immediate response
 4. Try to prepare beforehand
 5. Be prepared to accept revisions
 6. Be sure the environment is conducive to listening
-
1. Clues that you are actively listening can go a long way. It is important to the speaker to feel that you care about what he/she is saying. This is because it tends to send a message about whether or not the listener

(you) cares about the speaker in general. When people don't feel that you care about them, they don't trust you and the communication process quickly breaks down. Therefore, it is important to use verbal and non-verbal clues that you are listening, including eye contact, gestures, and acknowledging statements.

2. Concentration requires willingness and practice. Practising active listening helps with concentration but there are other elements that contribute to your ability to concentrate on what someone is saying. Assuming you're attending an invited lecture on a topic of current interest, you have to concentrate on the speaker's words completely without being distracted by any other sound or event. It is important to position yourself in a way that maintains eye contact with the speaker.
3. It is important to refrain from formulating an immediate response. You won't be able to fully concentrate on forming a genuine understanding of what the speaker is trying to say if you are too busy thinking about what you are going to say in response to them whenever it is your turn to talk.
4. Preparation can have a huge impact on the outcome of a dialogue or any form of communication. To prepare for an interaction where effective listening will be important, it is essential to keep in mind the purpose of the exchange. What decisions need to be made and how the collaboration between sender and receiver relates are important factors to keep in mind. It is also helpful to approach the situation with the attitude of really caring to know the truth. The dialogue should be viewed as an opportunity to uncover the truth and make progress, rather than as a challenge or conflict.
5. A willingness to accept revisions will keep the communication process running smoothly. Often people are so busy trying to defend their positions that they fail to really stop and think whether they could be improved upon or viewed in a different way. This is what is often referred to as "spending 90 seconds expressing an opinion and 900 seconds blindly defending it." Every complaint that you receive, should enable you to find ways of improving the unaccepted behavior rather than defending yourself and finding reasons and explanations for such behaviour.

6. Choosing the right environment is important because it will help the listener focus and avoid distractions. Although you cannot create or call an environment perfect for all types of communication, in general it is best to avoid areas where there are high levels of activity, loud noises, an uncomfortable temperature, poor air flow, etc.

Implementing these techniques takes willingness and patience. The effort is worthwhile however, as the long-term benefit of improved communication skills will greatly increase one's chances of success in the business world. Effective listening is the most important part of the communication process. It is also probably the most difficult to master. There are many barriers to effective listening, but practising listening techniques will help one overcome these barriers and become a good listener.

Listening Activity

Let us learn to listen. Ask your friend to read the story given below. Listen while the story is being narrated and answer the questions that follow. (Listen to the information only once.)

A plane flown by John F. Kennedy Jr. crashed on July 16, 1999. He was flying from Fairfield, New Jersey to Martha's Vineyard, Massachusetts. His wife, Carolyn, and her sister Lauren were also on the plane. All on board died. July 16 marks the anniversary of Kennedy's tragic plane crash

When Heidi Golledge heard JFK Jr's plane was missing Saturday, she tried to buy an Internet address with his initials. She got two. Now they're up for auction.

Heidi Golledge says, "I'm selling johnfkennedyjr.cc, that's ten thousand and then I have jfk--jr.com (jfk dash dash jr dot com). That's fifty thousand." The son of Camelot had yet to be buried, but collectors and the curious are cashing in. [What is] up for sale? Any and all souvenirs even remotely related to the Kennedy family. The most popular JFK Jr. Internet items are back issues of George, the magazine he published. Some items range from the truly tasteless, like a shirt alleged to be from JFK Jr's suitcase washed ashore, to legitimate souvenirs like an autographed baseball. Auctioneers are well acquainted with the craving for celebrity memorabilia. Michael Schwartz of Butterfield and Butterfield says, "It does fulfill some sort of emotional need that they have to own these items." In the emotional times

following a celebrity death it's a seller's market. But some Internet users angered by the commercialism are sending hate e-mail to the souvenir sellers.

There are even public messages left in eBay auction files that say, "Don't bid; have respect for the Kennedy family." Golledge has received several hate e-mails but feels their criticism is unjust. "It's a separate thing. It's business; it's not a negative thing against JFK Jr. at all." This seller has six different Internet addresses to be sold as a set for one hundred twenty thousand dollars. Another address has already sold for two hundred thousand.

Heidi Golledge says, "There's never really been a time in history that I could see that you could purchase something for seventy dollars and an hour later it's worth two hundred thousand. If you could show me a stock like that on the Internet I'd be happy to buy it." Investing in a tragedy, emotionally or financially, for some it's paying off.

A. Select the appropriate answer

1. What sort of things are being sold by Heidi Golledge
 - a) JFK tee-shirts
 - b) Baseball cards owned by JFK Jr.
 - c) Internet addresses that include the initials of JFK Jr.
 - d) Back issues of the magazine George
2. Why does Ms Golledge say she is selling such items?
 - a) She wants to make money
 - b) She wants to honour celebrities
 - c) She believes in the internet
 - d) She is a happy person
3. Michael Schwartz thinks that collecting celebrity memorabilia fills a/an ____ need.
 - a) Financial
 - b) Emotional
 - c) Health
 - d) Greedy
4. Some internet users are angered by ____

- a) Commercialism
- b) Prices
- c) Hate e-mail
- d) Auctions

B. Number the items below in the correct order in which they occurred in time.

- i) Auctioneers know about the craving for celebrity memorabilia
- ii) There has been criticism of this commercialism about celebrities
- iii) JFK Jr., his wife, and her sister were all killed in an airplane accident.
- iv) Many souvenirs of the Kennedys are now up for sale on Internet online auctions.

(for answers, refer to section 3.9)

Source: <http://www.world-english.org/listening-news.htm>

3.6 Semantic Markers

When you are listening to the directions given by an instructor or reading a text, you need to pay attention to the use of 'semantic markers.' They are the link between two sentences. So they mark the beginning of a sentence. They indicate a shift or change in the tone of the speaker. The semantic markers should not be limited to listening skill alone. They also help you to learn to write well. In an analysis, the writing must be logically organized, whereas narratives require a chronological ordering; and a commentary presents an opinion with supportive facts. Whatever the case, organizing a paragraph or a text requires an understanding of semantic markers.

The semantic markers are used according to the functions they perform:

1. They indicate how ideas are being developed. They can also be used to list the ideas, such as, *first, secondly, finally, to begin with, first and foremost, next, etc.*
2. Markers for illustrations and examples such as, *for instance, for example, let's take for example, etc.*
3. They introduce an idea that runs against what has been said earlier, such as, *but, nevertheless, yet, although, by contrast, on the other hand, however, in spite of, etc.*

4. They are used to show a cause and effect relationship between one idea and another. They include, *so, therefore, because, since, thus, hence, consequently*.
5. They show the speaker's intention to sum up his message. Some of these phrases are *to summarize, in other words, it amounts to*, etc.
6. They indicate the relative importance of different items, e.g., *it is worth noting, it is important to note that, the next crucial point is*, etc.
7. They are used to rephrase what has already been said. These are *in other words, put differently, that is to say, let me put it like this*, etc.
8. They express a time relationship, e.g., *then, next, after, while, when, previously*.

Activity 2 : Listening to the radio news as well as other programmes has to be very carefully practised. Most precisely because everything would happen within a fraction of a second and there is no visual impact as on TV. Given below is a news text from a news broadcast on Air on 23rd June 1985. Ask your friend to read it only once. Listen carefully to the news item. Take outline notes as you listen to the news.

NEWS ITEM

“This is All India Radio” The news read by Spoorthi Sinha. Headlines.

“An Air India Jumbo jet has crashed into the Atlantic Ocean, off the Ireland coast. All the three hundred and twenty five passengers and crew are feared killed. A judicial enquiry has been ordered. The president and the Prime Minister have expressed grief and shock.

The Sri Lankan President says he will consider decentralisation of powers if Tamil Militants give up separatist activities.

A central Intelligence Directorate is to be set up soon to deal with economic offences.

The Southern Command has lifted the Murugappa Gold Cup in Hockey.

An Air India Jumbo Jet “Kanishka” with 325 people on board crashed into the Atlantic Ocean, off the coast of Ireland, this morning, The crash occurred 40 minutes before it was to land at the Heathrow Airport, in London for refuelling. Agency reports from London say that there are no signs of survivors. According to PTI, 33 bodies have been recovered so far. The

wreckage has been sighted spread over a 7-kilometre area about 30 kilometres west of Cork in Southern Ireland.

The flight number AI 182 was coming in from Toronto and Montreal in Canada, to Bombay via London and New Delhi. The radio contact with the plane was lost at 8:15 this morning local time, i.e.: 12:45 Indian Standard Time, when it was 200 kms off the coast of Ireland. It then disappeared from the radar screen of the Shannon Airport in Ireland. A big search and rescue operation has been launched. The weather in the area was being described as moderate but sea conditions were slightly unstable.

A spokesman of Ireland Air traffic control said. "The plane was in routine contact with air-controllers and was cruising at an altitude of 9450 meters when it suddenly disappeared from the screen. A short time later, two nearby aircraft picked up electronic distress signals indicating that the plane had gone down. It is believed that it is the first time that a commercial jet plane has crashed on the busy Trans Atlantic Route..."

Now answer these questions:

1. Out of the four news headlines, which item has been dealt with at length?
2. What is the reaction to the news? (feeling)
3. What is the name of the Jumbo Jet that crashed into the Atlantic?
4. How many people were on board?
5. How many bodies have been recovered so far?
6. Where has the wreckage been sighted?
7. Where did AI 182 start its flight? And what was the destination?
8. What was the altitude at which it was cruising?
9. Did a commercial jet plane crash on the busy Tans Atlantic Route earlier?
10. Who lifted the Murugappa Gold Cup in hockey?

Self Assessment Questions

17. Nodding of the head and repeating some words of the speaker, is a strategy to be used while practicing passive listening. (True/False)

18. When a client has called you to complain about the service of your office, you should thank him for calling. (True/False)
19. A sincere apology from you will usually diffuse a lot of frustration that the client has. (True/False)
20. As a professional and a practiced listener, you should stay the course and remain calm and level headed even when the client is using harsh or vulgar language. (True/False)

3.7 Summary

"We have two ears and one mouth and should use them in that proportion."
-Epictetus.

The communication process is a unique sharing of thoughts and feelings that defines us as humans. It can be visualized as a dynamic circle because of the constant changing relationships among its various parts – the source, idea, message, medium, receiver and response. This process occurs within a communication environment. Most people can hear, but a good listener is hard to find. Without effective listeners, the dynamic circle of communication is broken. Hearing is a passive, generally involuntary process, in which the brain receives and interprets sounds from the external environment. In contrast, listening is an active, voluntary process, in which the listener deliberately pays attention to, interprets the meaning of, and responds to a message.

There are many types of listening such as Discriminative, Comprehensive, Evaluative, Appreciative, Empathetic, Therapeutic and Dialogic. Listening skills are not innate in human beings. One needs exhaustive practice to be a good listener. There are barriers, which hinder the listening process. Interruption, faking attention, becoming emotional during conversation, jumping to conclusions even before dialogue is completed and becoming distracted are all causes of incomplete listening.

Even though one is not a born 'perfect listener,' one can train himself to be a very good listener, which is the foremost quality to become a successful professional. The strategies that one has to develop in order to be a good listener are – Provide clues that one is actively involved, concentrate while someone is talking, refrain from formulating an immediate response, try to prepare beforehand, be prepared to accept revisions and be sure that the environment is conducive to listening. The best way of making your task of

listening easy is by concentrating on the semantic markers. They hint the tone to be changed and the links between the ideas formed or to be expected in the mind of the speaker.

3.8 Terminal Questions

1. Differentiate between listening and hearing.
2. List the types of listening.
3. What do you mean by the barriers to effective listening?

3.9 Answers

Self Assessment Questions

- | | | |
|------------------|-------------------|-----------|
| 1. 1) True | 8) Discriminative | 15) True |
| 2) False | 9) Appreciative | 16) False |
| 3) False | 10) Dialogic | 17) False |
| 4) True | 11) Therapeutic | 18) True |
| 5) True | 12) False | 19) True |
| 6) Critical | 13) True | 20) True |
| 7) Comprehensive | 14) False | |

Activity 1:

A. Select the appropriate answer

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. b | 4. a |
|------|------|------|------|

B. Number the items below in the correct order in which they occurred in time.

- | | | | |
|-------|------|-----|------|
| 1-iii | 2-iv | 3-i | 4-ii |
|-------|------|-----|------|

Activity 2:

1. Crashing of Air India Jumbo Jet
2. Grief and shock
3. Kanishka
4. 325 people and crew
5. 33
6. The wreckage has been sighted spread over a 7- kilometre area about 30 kilometres west of Cork in Southern Ireland.

7. The AI 182 started from Toronto and Montreal in Canada. Its destination was Bombay
8. It was cruising at an altitude of 9450 metres.
9. No
10. The Southern Command

Terminal Questions

1. Hearing is a passive process, which involves a mere detection of sounds around us. Listening is an active process, where the conscious desire is to determine the meaning of what is heard.
2. Listening can be categorized as, discriminative, comprehensive, evaluative, appreciative, empathetic, therapeutic and dialogic.
3. The reasons or hindrances, which are responsible for the failure of a person to listen effectively, are called barriers to listening.

REMEDIAL ENGLISH**Verbs**

A verb indicates the action done by the subject. E.g.: He arrived late.

Verbs can be categorized into two groups:

1. Main verb: This tells us of what exactly happens. They are also called the 'action words.' E.g.: Srinivas went to his village. The word 'went' tells us what the subject 'Srinivas' has done.
2. Auxiliary verbs: They indicate the number and tense in the sentence. They are also called 'helping verbs' or 'linking verbs.' E.g.: Mohan did not go with him. The helping verb 'did' decides the time of action. So the main verb will be in the original form of 'go'.

Verb – Tenses

Tense refers to the time of action. With the change of tense, the form of the main verb also changes.

Present Tense: Simple Present, Present Continuous, Present Perfect, Present Perfect Continuous

1. **Simple Present:** (Subject + V1 (present)

- It is used to indicate a regular or habitual action and permanent or verifiable truths/facts.
E.g.: Mary goes to school every day (regular action)
Henry always swims in the evening (habitual)
The sun rises in the east. (permanent truth)
- It is used to express a planned future event/actions, exclamatory statements with 'here' and 'there'.
E.g.: We go to New Delhi next Thursday (planned future event)
Here comes the great player of the year!
- It is used to indicate verbs of perception.
E.g.: I hear someone sing.

2. Present Continuous: (Subject + {is, am, are}+V1 + ing)

- It is used to indicate present time when an action is going on.
E.g.: The secretary is typing the letter now.
- It is used to indicate the action in progress and will be continued, but not necessarily at the moment of speaking.
E.g.: My son is drawing scenery.
- It is used to indicate the actions that have been arranged to take place in the near future and one's immediate plans.
E.g.: We are going to a party this evening.
- The following verbs are never used in the continuous forms (with 'ing') see, hear, smell, notice, understand, have, believe, hate, need, love, appear, like, seem, sound, want, taste, wish, own, notice, desire, refuse, forgive, care, admire, mean, remember, recall, forget, belong, possess, contain, consist, keep, seems, cost.
- When some of the above verbs are used in the continuous tense, their meanings change.
E.g.: I have a house at Colaba.
The professor is having the class in Room. 2 (taking)

3. Present Perfect: (Subject+{have, has}+V 3 (verb in the past participle))

- a. It indicates an action that has happened at an indefinite time in the past.
E.g.: Maria has seen this movie three times.

We haven't written our reports yet.

- It is used to indicate actions that have started in the past and are continuing at present.
E.g.: I have been sick for a long time.
- It is also used to show the activities completed in the recent past.
E.g.: My father has just left.
- We should not use present perfect tense when the time is specified.
E.g.: I have read this book last week (**incorrect**)
I read this book last week (**correct**)

4. Present Perfect Continuous: (Subject + {have, has}+ been +V1 + ing)

- a) It indicates an action that began in the past and is still occurring in the present.
E.g.: He has been working in Washington for 5 years.

Exercise 1: Use the four present tense forms of verbs given in the following:

1. We don't buy vegetables. We _____ them in our garden. (grow)
2. Look outside. It _____. (rain)
3. We came to live here in 2000, so we _____ for a long time. (live)
4. The room is very clean today. I think someone _____ it. (clean)
5. Father _____ one more room for my study soon. (build)

Past Tense: *Simple Past, Past Continuous, Past Perfect, Past Perfect Continuous*

1. Simple Past: (Subject + V2 {verb in the past})

- a) It is used for a completed action that had happened in the past. It also indicates habits of the past.
E.g.: Bob went to America last year.
We always played together.

2. Past Continuous: (Subject + {was, were} + V1 + ing)

- It indicates an action, which was occurring in the past and was interrupted by another action.
E.g.: Seema was watching the Television when her brother called.
- It describes two or more actions going on at the same time. The clauses are usually connected by the conjunction 'while'.

E.g.: While Maya was watching the movie, Mark was playing hockey.

- It expresses an action that was in progress at a point of time in the past, having begun before that point and probably continuing after it.

E.g.: I was watching cricket at 8.00 in the morning.

3. **Past Perfect:** (Subject + {had} + V3 {past participle})

- a) It is used to indicate an action that happened before another action in the past. Usually two actions are mentioned in the sentence.

E.g.: Ram had gone to the store and brought some groceries.

(Past Per.)

(Sim. Past)

4. **Past Perfect Continuous:** (Subject + {had} + been + V1 + ing)

- a) It is used to convey an action which happened in the past and continued for certain time.

E.g.: Ramu had been working at the university before he retired.

Exercise 2: Use the right past tense form of verb in the following gaps:

1. The postman _____ at the door when I _____ mother. (knock, help)
2. Uncle _____ a letter, _____ it and _____ it to me. Afterwards, I _____ to the post office. (write, seal, give, go)
3. Yesterday I _____ an old friend of mine after a long time. (see)
4. 'How did you learn to sing so sweetly'. My mother _____ me. (teach)
5. Yesterday, Ritu and Chintu _____ tennis. (play). They began at 10 o'clock and finished at 11.30. So at 10.30 they _____ tennis. (play)

Future Tense: *Simple Future, Future Continuous, Future Perfect, Future Perfect Continuous*

1. **Simple Future:** (Subject + will/shall + V1)

- a) It is used to express the speaker's opinions/ assumptions about the future.

E.g.: They will wait for us.

- It is used for future habitual actions.

E.g.: Birds will build nests.

- It is used in sentences containing clauses of condition, time and purpose.

E.g.: If I drop this glass, it will break.

2. **Future continuous:** (Subject + will/shall + be+ V1+ ing)
 - It is used to express an action as going on at some time in the future.
E.g.: I shall be playing piano in the concert.
 - It is used to express future without intention.
E.g.: I will be helping Marie tomorrow.
3. **Future Perfect:** (Subject + will/shall/ + have + V3)
 - It is used for an action which at a given future time will be in the past. It is usually used with a time expression 'by then', 'by that time'.
E.g.: By the end of next month he will have been here for ten years.
4. **Future Perfect Continuous:**
(Subject+ will/shall + have +been+V1 +ing)
 - It can be used instead of future perfect tense (when the action is continuous).
E.g.: By the end of next month he will have been living here for ten years.
 - It can also be used when the action is expressed as a continuous action.
E.g.: By the end of the week he will have been training pupils for ten years.
* However, if we mention the number of pupils, we must use future perfect.
E.g.: By the end of the week he will have trained 5000 pupils for ten years.

Exercise 3: Use the right future tense form of verb in the following gaps:

1. I think your brother _____ the present I have bought for him. (like)
2. Johnson _____ a novel at this moment. He says he _____ it next month. (write, complete)
3. We have decided to have a party. We are _____ many of our friends. (invite)
4. Every day Maria watches TV between 9 and 10 at night. If you go to her house at 9.30 she _____ TV (watch).
5. What _____ you _____ at this time tomorrow? (do)

Auxiliary verbs and their forms:

A. Auxiliaries are twenty-four in numbers. They are all helping verbs, but not all of them can independently function as verbs.

The twenty-four auxiliaries are:

am is are was were
have has had
do does did
will would shall should
can could may might
dare ought to used to
need must

B. The ones which can function independently as verbs are thirteen:

1. I am a student.
2. Thailand is a wonderful place.
3. They are tired.
4. He was in Delhi yesterday.
5. The mangoes were sweet.
6. Sue and Santa have new friends.
7. She has a headache.
8. Last summer we had great time on the beach.
9. They do things effortlessly.
10. She does her part well.
11. He did the job before my telling.
12. We need a sharp knife to cut this cord.
13. Susan dared her friend to eat ten apples. (challenged)

The remaining eleven auxiliaries do not function as independent verbs, but all the twenty four function as helping verbs.

I have understood everything. (In this sentence have is the helping verb have understood is the verb.)

- Auxiliaries are useful to change a sentence from affirmative to negative just by adding not after them.

All are present today. (affirmative)

All are not present today. (negative)

- By placing the auxiliaries in the front. The sentence can become a question.

Smith will come early (affirmative)

Will Smith come early? (negative)

- Can frame negative questions

Hasn't she attended college yesterday?

Don't you understand Arabic?

- Can have contracted or shortened forms of not. They make spoken language natural.

Is + not Isn't

are + not aren't

will + not won't

shall + not shan't

need + not needn't

can + not can't

- Can help us to give short answers:

Does he listen to his parents? Yes, he does. No, he doesn't

(to mean he listens to his parents/he does not listen to his parents)

- In conversation, there is a common device of making a statement and at once asking the listener to confirm it. In English it is done with tag questions.

We are learning English, aren't we?

(statement)

(question tag)

Auxiliaries repeat themselves in the tag. A positive statement is said with the negative tag.

He can speak good English, can't he?

Negative statement is said with positive (affirmative tag)

They don't attend office on holidays, do they?

Note: The tag should always be spoken in the falling tone.

2. Of the twenty four auxiliaries, twenty are grouped into modals. They are can, could, shall, should, will, would, may, might, must, need, have to, used to, ought to etc and the tags negative. In the remaining four, the statements are negative and the tags affirmative.

1. The ocean is deep, isn't it?
2. The sun rises in the east, doesn't it?
3. In the eastern world people work hard, don't they?
4. Our team won the match, didn't it
5. You are not interested in painting, are you?
6. Parents don't tell lies, do they?
7. A bear doesn't fly, does it?
8. Doctors looked after the patients well, didn't they?

Note: In the statements when the action word (verb) is in the present tense (as work, write, sing) negative or in the question do is supplemented (added)

Birds fly, do they?

They don't eat fish, do they?

When the verb is used with 'Third Person' (He, She, It - as reads, swims, lives, etc.) does is supplemented.

Exercise 4: Add the correct question tags for the statements:

1. Your mother cooks well, _____?
2. He made you carry the box, _____?
3. I haven't played the piano, _____?
4. They are wonderful people, _____?
5. Some people don't eat fish, _____?

Answers:

Exercise 1:

1. Grow
2. is raining
3. have been living

4. has cleaned
5. is building

Exercise 2:

1. knocked; was helping
2. wrote; sealed; gave; went
3. saw
4. taught
5. had played; had been playing

Exercise 3:

1. will like
2. is writing; would complete
3. going to invite
4. will be watching
5. will you be doing

Exercise 4:

1. doesn't she?
2. hidn't he?
3. have I?
4. aren't they?
5. do they?