




Sense Groups / **Thought Groups** **and Emphasis** **Markers**



I. The government of India said the Chief Minister of Maharashtra has grossly neglected the incidence of Covid-19.

Ia. The government of India/ said the Chief Minister of Maharashtra/ has grossly neglected/ the incidence of Covid-19.

Vs

Ib. The government of India said/ the Chief Minister of Maharashtra / has grossly neglected/ the incidence of Covid-19.



2. A woman without her man is nothing.

2a. A woman/ without her/ man is nothing.

Vs

2b. A woman without her man/ is nothing.



3. Do you take sugar?

3a. / I don't / no /

Meaning: I don't, no.

3b. / I don't no/

Meaning: I don't know.



4. The prince said the princess had been unfaithful.

4a. The prince said / the princess had been unfaithful./

Meaning: The prince said (that) the princess had been unfaithful.

4b. / The prince / said the princess / had been unfaithful./

Meaning: "The prince," said the princess, "had been unfaithful."

Reading #1

When I was a girl, I skipped down paths, danced in my bedroom, spun in circles under the sky, jumped rope with my friends, and squatted to smell flowers in my mother's garden.

Reading #2

When I was a girl, I skipped down paths, danced in my bedroom, spun in circles under the sky, jumped rope with my friends, and squatted to smell flowers in my mother's garden.

Sense Groups/ Thought Groups

- A group or sequence of words conveying a particular meaning or idea
- Allow you to organize your speech into groups of words that make up a single idea
- Help your listener(s) better understand the information in your speech by organizing your ideas into comprehensible “packages”
- Different speakers can and do use thought groups differently (refer to slides 2-5)

Identifying Thought Groups

I. Punctuation

When we read aloud, the writer's punctuation tells us where to pause:

- comma = ,
- period = .
- semicolon = ;
- colon = :
- parenthesis = ()



Cont...

2. Grammar

- Identification of grammatical units in a sentence
- Pausing between larger grammatical units creates natural rhythm

Grammatical Units

- Noun phrases
 - *the blue-eyed girl*
- Verb phrases
 - *have been studying*
- Prepositional phrases
 - *on the table*
- Clauses
 - *When I was a student, I studied for hours.*

Read

- A blue-eyed girl/ entered the classroom.//
- A blue-eyed girl/ and her best friend/ entered the room.//
- The blue-eyed girl/ is playing with her brother.//
- The teacher,/ whom I loved most,/ has resigned.//

Avoid breaking up short sentences

I came.

Vs

I came, I saw, I conquered.

I danced.

Vs

I danced in the auditorium.

Thought groups usually end with content words (not function words)

- Content Words

- Usually nouns, main verbs, adjectives and adverbs

- Function Words


- Usually pronouns, articles, auxiliary verbs, and prepositions

Focus Word

- Usually the last content word in the thought group.
- Is usually louder and longer

For example:

The first **item**/ on our **agenda**/ is to address **parking**.



Identify (1) the most likely thought group boundaries and (2) the focus word in each thought group

1. I'd like to introduce my wife Nita.
2. If you take care of the accounts I'll handle the meeting.
3. Microsoft CEO Satya Nadella started a charity to fight poverty.
4. My new phone is acting up so could you email me instead?

Answers

1. I'd like to introduce my **wife/ Nita**.
2. If you take care of the **accounts/ I'll handle the meeting**.
3. Microsoft CEO Satya **Nadella/started a charity/ to fight poverty**.
4. My new phone is acting **up/ so could you email me instead?**



Emphasis

Emphasis


- a) You have stolen **my pen**.
- b) You have **stolen** my pen.
- c) **You** have stolen my pen.


Emphasis


- a) I want you to read it aloud.
- b) I **want** you to read it aloud.
- c) I want **you** to read it aloud.
- d) I want you **to read** it aloud.
- e) I want you to read **it** aloud.
- f) I want you to read it **aloud**.


Emphasis

- the extra force that you give to a word or part of a word when you utter it
- to reinforce or to give special meaning to the part of an utterance
- the emphasized part(s) of a sentence is/are louder and longer.

- 
- A. I want you to unmute your mike.
 - B. I want you to unmute your mike.
 - C. I want you to unmute your mike.

- 
- A. I want a red rose.
 - B. I want a red rose.
 - C. I want a red rose.

- 
- I want a ripe mango.
 - I want a ripe mango.
 - I want a ripe mango.

- 
- I'm a storyteller / and / I would like to tell you a few personal stories about / what I like to call the danger / of the single story / I grew up on a university campus / in eastern Nigeria / my mother says that I started reading at the age of two / although I think four is probably close to the truth / so I was an early reader / and what I read / were British and American children's books / I was also an early writer / and

Practice: TED Talk by Chimamanda Ngozi Adichie, entitled “The danger of a single story.”



Practice: Shashi Tharoor on *A Well Educated Mind Vs a Well Formed Mind*





Thank You

This Photo by Unknown Author is licensed under CC BY-NC-ND