

qwertyuiopasdfghjklzxcvbnmqwertyui  
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jklzxcvbnmqwertyuiopasdfghjklzxcvb  
nmqwertyuiopasdfghjklzxcvbnmqwer  
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dfghjklzxcvbnmqwertyuiopasdfghjk

**SPEAK BETTER 2**

vbnmqwertyuiopasdfghjklzxcvbnmqw  
ertyuiopasdfghjklzxcvbnmqwertyuiop  
asdfghjklzxcvbnmqwertyuiopasdfghjkl  
zxcvbnmqwertyuiopasdfghjklzxcvbnm  
qwertyuiopasdfghjklzxcvbnmqwertyui  
opasdfghjklzxcvbnmqwertyuiopasdfgh  
jklzxcvbnmqwertyuiop



SPEAK BETTER 2

**SPEAKING SKILL**  
**PRE-SPEAKING ACTIVITY**

A syllable is a unit of pronunciation uttered without interruption,<sup>[1]</sup> loosely, a single sound. <sup>[2]</sup> All words are made from at least one syllable.

- There are many words in English that have only one syllable.
- Bat
- Hut
- An
- Try
- Walk

There are many more words that have two or more syllables.

Serene (2 Se-rene); Nursing (2 Nurs-ing); Teacher (2 Tea-cher); Battery (3 Ba-tt-ery;) Peaceful(3 Peace-ful-ly;) Consideration(5 Con-si-der-a-tion)

Stress

The Stress mark ( ` ) shows that the following syllable is stressed and there is a fall in pitch of the voice on that syllable.

**Listen to the following sentences and repeat them.**

- a. They `asked me to `do it again.
- b. `Let us `teach him a `lesson.

c. `Pat it and `prick it and `mark it with `T.

d. `When `can I `meet you?

**Personal pronouns** (I, you, we, us, him, he, etc.) are not normally stressed in a sentence. But in some situations they are stressed to make a difference in the meaning.

**Listen to the following short dialogues and repeat them:**

a. Man: `Shall we `ask her to `go a`way?  
Woman: `No, I `want `you to `go a`way!

b. Lady: `How are these `shoes ?  
Friend: You've `put on `my `shoes !

c. Husband: `Let's `send our `son to `Peter's `party.  
Wife: But `John `wants `us to `meet him at the `party.

**Listen to the following sentences:**

- a. `I `want you to `leave now.
- b. I `want you to `leave now.
- c. I `want `you to `leave now.
- d. I `want you to `leave now.
- e. I `want you to `leave `now.

Notice how the meaning of the sentence changes when different words are given stress.



## ACTIVITY 1

**Listen to the following sentences and repeat them.** Practice the rhythm. Beat the rhythm gently with your hand – one beat for each stressed syllable. Make sure that the time interval between each pair of beats is roughly the same.

- a. She `cut her `finger.
- b. She `cut her `finger with a blade.
- c. She `cut her `little `finger with a `blade.
- d. She `cut her `little `finger with a `sharp `blade.
  
- e. `Ask him to `dictate.
- f. `Ask him to `dictate to me.
- g. `Ask him to `dictate me a note.
- h. `Ask him to `dictate me a `brief `note.
  
- i. You should `teach him.
- j. You should `teach him `how to `drive.
- k. You should `teach the `boy `how to `drive.
- l. You should `teach the `boy `how to `drive a car.
- m. You should `teach the `boy `how to `drive a Maruti car.

### PAUSE

**Study the following sentences:**

**Could you tell me when I can meet you at your city office?**

**Read the sentence aloud. At which points in the sentence did you pause?**

**It is not likely to be:**

Could / you tell / me when I / can meet / you at your city office?

The pauses are likely to be at the points shown below.

Could you tell me / when I can meet you / at your local office?

**Why did you pause at these points?**

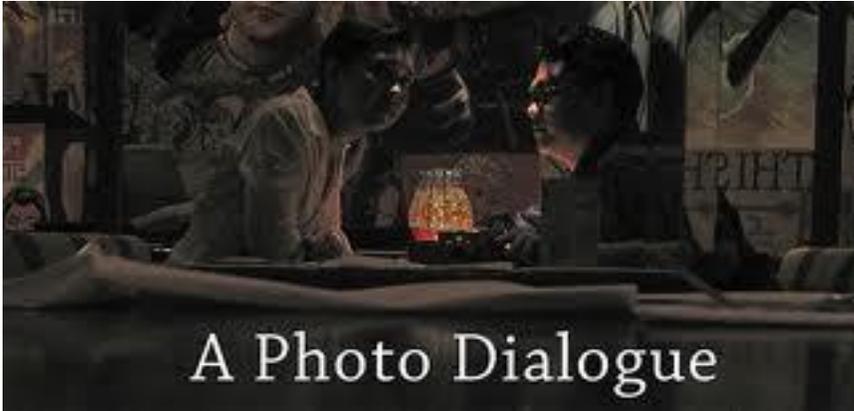
1. You made the pauses at the end of groups of words which make some sense.
2. You also had to pause because otherwise you would have run out of breath.

**In reading aloud a long sentence we pause at the end of sense-groups and breath-groups.**

## ACTIVITY 2

For a man of his background he was amazingly aware and well-read. He loved reading and often would talk to me about books that he had read and what he had felt about them. His perception was remarkably acute. I realized his was a sharper critical faculty than mine even though I am a student of literature. Perhaps because my experience of life has largely been vicarious while his, I am sure, has been more 'lived in' comprehensive one. (The Leader of Men, Fluency 2)

**Now listen to the sentences and notice the pauses. Change the pauses you have marked if they are different from the ones you hear.**



<http://t3.gstatic.com/images?q=tbn:ANd9GcSHBjyOqC3dyd5dVhIX4GU Gqr0wqcZwP1VD--FCuEt0JRTSdRN> on 31 January 2011

### ACTIVITY 3

Working in pairs take the role of Puneet and Dhruv and read out Dialogue A

#### Dialogue A

Puneet: Hi Dhruv.

Dhruv: Hi, Puneet, what was the weekend like?

Puneet: Great! We went off to MGM and freaked out.

Dhruv: Luccy you. Mine was a bore. Just stayed home all weekend.

Puneet: OK, gotta go...

Dhruv: See you.

Now read out Dialogue B. One of you will be the Headmaster and the other Ramesh (a student).

#### Dialogue B

Ramesh is whistling in the corridor. Suddenly, the Headmaster appears. Read the following dialogue:

Headmaster: Ramesh, why aren't you in class?

Ramesh: Sir...sir, Good afternoon, Sir.

Headmaster: I asked you a question.

Ramesh: I'm sorry, Sir. I won't whistle hereafter.

Headmaster: I asked you...why...you weren't...in...your...class?

Ramesh: Sorry, Sir, I was sent out of class because I hadn't completed my map work.

Headmaster: Come and see me in the office.

### Compare Dialogue A with Dialogue B. What are the differences?

- Dialogue B has polite expressions
- The responses are in complete sentences.
- Dialogue B is an example of formal speech
- Dialogue A is an example of informal speech.

In the following, point out which statements are formal (F) and which are informal (IF):

1. Can I offer you a chair?
2. Gotta go.
3. Hi, there!
4. It has been an exhausting day.
5. I'm afraid I have to leave now.
6. Whatever you say.

## ACTIVITY 4

**Speaking before an audience requires practice, plenty of confidence and belief in one's ability to put forth ideas.**

**Read out the following speech aloud:**

**First of all, I'd like to say how pleased I am to be here, today. What I am going to say concerns us all, every single one of us, no matter what our position. There are millions of men, women and children on our little planet. All of us are struggling from day to day. Some for their food, others for their freedom. Here, in this country, we are struggling to preserve a way of life that is very dear to us all. I'd like to say what we should do. It's not theories that count, it's practice.**

**Work on the speech as follows:**

- **Read silently. Decide on full stops and commas.**
- **Read it out with pauses for punctuation.**
- **Work on intonation.**
- **Work on changes in volume- soft, loud then a comfortable level.**
- **Work on speed-slow to fast, find the correct speed.**
- **Work on body language-confident, assured**

**Work on the following topics in a similar manner:**

- 1. Co-education is the norm for our colleges today.**
- 2. Censoring of the media: Pros and cons**



<http://t2.gstatic.com/images?q=tbn:ANd9GcRIk4noJEluY6Ov3A8puPp5s7eKdCmsGKS36Q6MdyQVmj6k5lCP> on 31 January 2011