

SUBJECT: TECHNICAL ENGLISH-I

SUBJECT CODE: 18EGH18

MODULE-1

Technical writing as a discipline usually requires that a technical writer use a style guide. These guides may relate to a specific project, product, company, or brand. They ensure that technical writing reflects formatting, punctuation, and general stylistic standards that the audience expects

Effective Communication - Barriers

Communication, as we have learnt, is the lifeline of an organization. A slight disturbance in the smooth flow of communication, downward and upward, horizontal and vertical, etc., may cost dear for the organization.

Effective communication is of utmost importance in a business organization in order to provide the desired information on time and with accuracy to develop understanding and good interpersonal and interdepartmental relationship in it. As a result efforts towards achieving organizational objectives can be made collectively, effectively and efficiently.

What are Barriers?

Barriers refer to obstacles or hindrances that prevent movement, flow and access of information in or outside of an organization.

In the lexicon of communication, barriers refer to specific items that can distort or prevent communication within an organization. It affects effective exchange of ideas, thoughts and information.

In a nutshell, anything that hinders the process of communication at any level is a barrier to effective communication.

Barriers can be originated at any point in the communication process.

They can be caused by the sender.

They may be found in the message transmission media.

They may arise while receiving the message.

There may be problems in receiver's comprehending the message, etc.

Let us briefly discuss the sources of these barriers.

Barriers Caused By the Sender

The success of communication of a particular content substantially depends upon the sender, because he is the person who works on the drafts and finalizes the message to be sent. He/she is the originator of the communication.

The sender needs to be extremely while drafting or executing the communication to avoid allowing barriers into the process.

The sender-generated barriers are as follows –

Lack of knowledge or insufficient ideas about the receiver.

Negative attitude or lack of interest towards message; unwilling to communicate it.

Negativity towards the receiver.

Inappropriate choice of communication channel or medium by the sender in transmitting the message.

Poor communication skills of the sender like use of improper and high sounding words; grammatical errors, verbosity and unwanted use of idioms, phrases, jargons or slangs, etc.

Inability to decide the proper timing for communicating the message.

Indecisiveness to choose the content of the message to be communicated; it kills the effectiveness of the communication.

Prejudice, that is, starting any piece of communication with a bias or know-it-all attitude can prove to be quite detrimental to the growth of communication process.

Lack of concern for feedback from the receiver; it thwarts the intent of the communication.

Barriers in Message Transmission

The barriers related to message transmission are as follows –

Things that come in the way of smooth transmission of message are called barriers in message transmission.

Message transmission is disturbed because of the following barriers –

Physical Barriers	Distortion – It occurs when the meaning of the message is the lost while encoding and decoding the message. Physical distractions are also there such as, poor lightning, uncomfortable sitting, unhygienic room also affects communication in meeting
	Noise – It is found in the environment of communication and interrupts the communication process. Use of loud speakers interferes with communication
	Overflow of Information – This acts like a barrier when the receiver does not have the capacity to receive all the information and can miss some important points or misinterpret the meaning of the whole message altogether

<p>Barriers Message</p>	<p>Message or the subject matter of communication is the key factor in making effective communication a success.</p> <p>The language used therein, the wordings, the preciseness and the timing count a lot for the success of communication.</p> <p>For instance, if the message contains many jargons and slangs when communicating with someone who has never heard such expression, it will not be understood by the recipient.</p> <p>Lack of proper time to draft the written message is likely to have a harmful effect on the content of the message. For instance, if a supervisor requests a report immediately without giving the report writer enough time to gather the required information, it results in conflicting message.</p>
<p>Channel Barriers</p>	<p>Choice of appropriate and viable channel for communicating is of utmost importance in communicating.</p> <p>If the sender chooses an inappropriate channel of communication, communication may cease.</p> <p>Channel could be spoken word, printing word, electronic media, or even non-verbal cues such as signs, gestures, body language, facial expression, etc. in modern communication parlance, the word channel mostly refers to mass communication such as newspaper, radio, television, telephone, computer, internet, apps</p> <p>Detailed instruction presents over the telephone, for instance, may be functioning for both communicators. the instruction should be put in</p>

	black and white and be sent through mail, published in newspapers, etc.
Long communication chain	Communication is likely to get affected when the communicated message passes through a long communication channel.
	The longer the communication chain, the great the error. If a message is transmitted through too many receivers, the message often becomes distorted.
	However, effective communication network with strong and updated communication channel, these barriers can be done away with.

Problems in Reception

Let us now see the different problems encountered in the reception of a message in the communication process. The problems are as follows –

The sending of a message is complete when the receiver at the other end receives it, understands it and then sends the desired feedback to the sender.

If there are problems in receiving the message, the whole purpose of sending the message is defeated.

The message is the vehicle for the sender to share feelings, thoughts, and ideas. It is the way the sender's mental images are transmitted to the receiver.

The message can be immediately clear and understood, or murky and misleading, basing upon how well all of the components in the communication process have been considered and accommodated.

The meaning of the message is what the receiver assigns to it. If the sender has a different image and perception of the message in mind than that of the receiver about the sent message, the intent of message is distorted.

In fact, one of the major challenges of communication is to make sure that the meaning that is intended by the sender is the same as the meaning the receiver assigns to the message when it's received.

Factors Creating Problem in Reception

Poor channel of communication through which the message is received.

Technical problems associated with the communicating mediums.

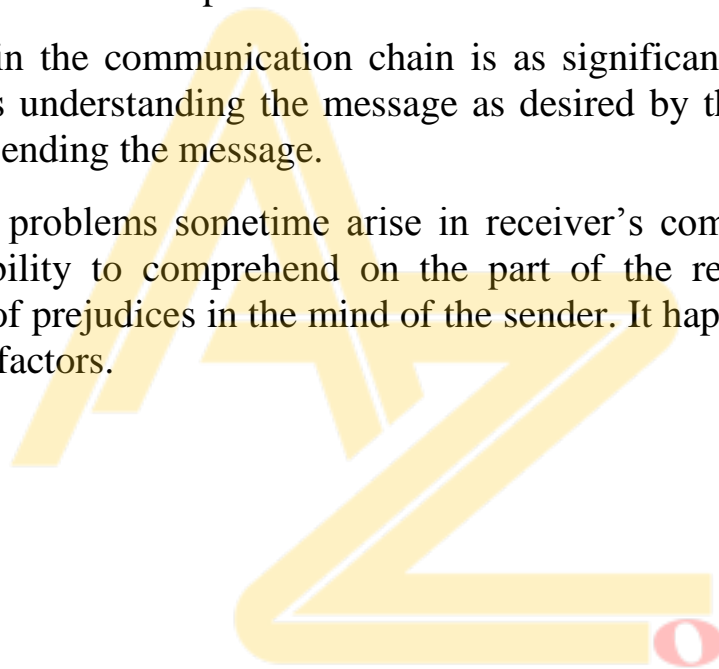
Not using some common tools for communications problem analysis.

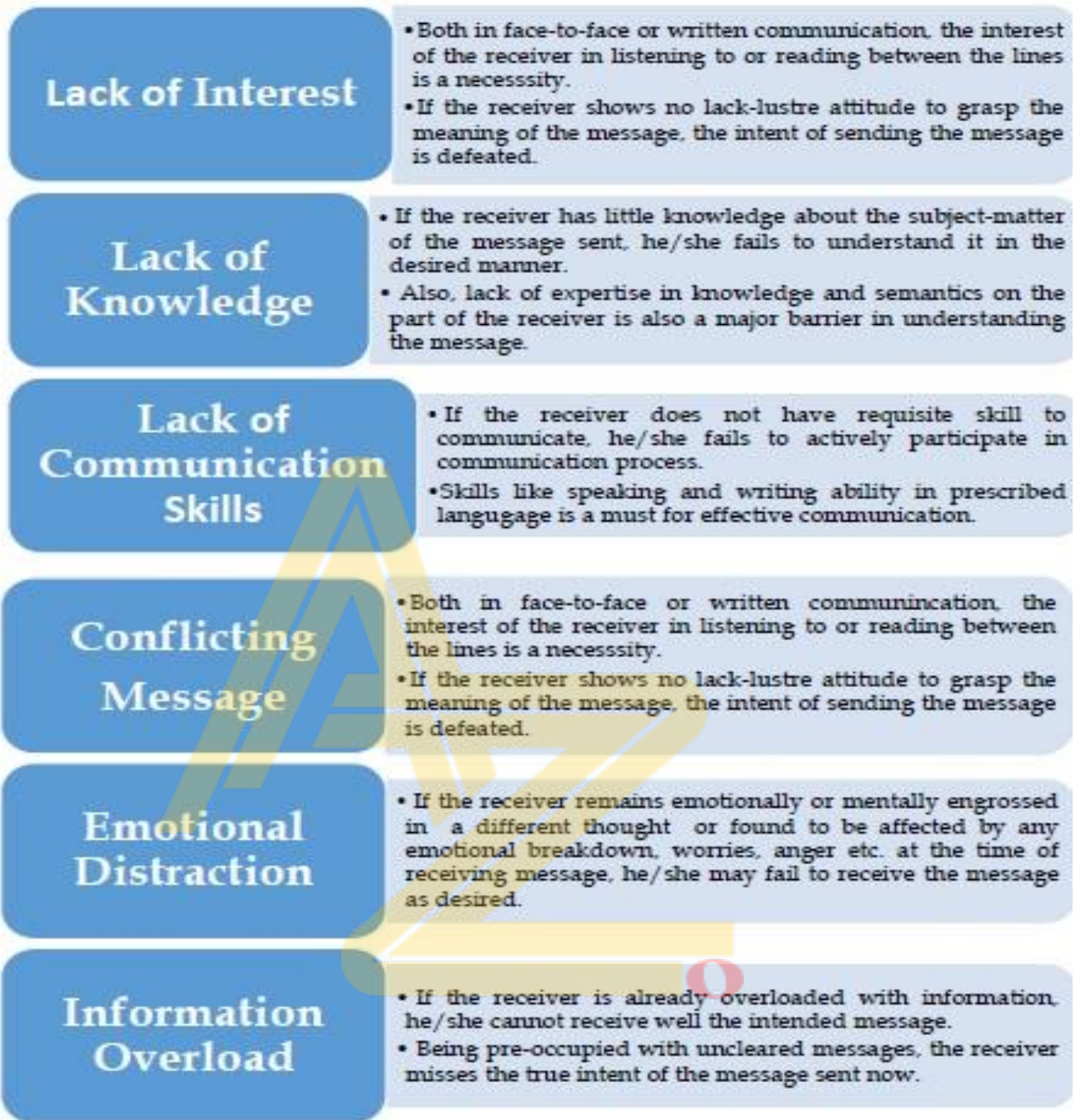
Lack of language and semantic skills on the part of the recipient.

Problems in Receiver Comprehension

The receiver in the communication chain is as significant as the sender. The receiver's understanding the message as desired by the sender is the basic goal of sending the message.

However, the problems sometime arise in receiver's comprehending the message. Inability to comprehend on the part of the receiver leads to development of prejudices in the mind of the sender. It happens because of the following factors.





Dealing with Barriers to Effective Communication

Barriers in communication not only spoil the intent of the message but also in the long term affect smooth functioning and growth of the organization. It is rightly said that communication is the lifeline of a business organization irrespective of the latter's size and reach.

Dealing with barriers in communication needs to be given topmost priority so that there will be a continuous and unperturbed communication in and outside the business.

In our subsequent sections, we will see how to deal with the different barriers to communication.

How to deal with barriers in non-verbal and verbal communication.

How to deal with barriers in written communication.

How to Deal with Barriers in Non-verbal Communication?

Dealing with barriers in non-verbal communication is not as easy as it seems. In case one's nonverbal skills are poor, he/she may be sending wrong or negative message to the other.

The following are the way-outs for dealing with barriers in non-verbal communication –

Non-verbal communication is taken for granted in face-to-face conversations, but communicating is more than speaking and listening. It is these non-verbal elements of communication that can provide a great deal of information and can be an important means of learning.

Establishing a direct eye contact with the person(s) on other side; it not only increases your confidence level but also provides others with the comfort needed to communicate with you in return.

Have facial expression like a smiling face; it creates an amiable and pleasant environment between you and the listener(s).

It is important to remember that we communicate with our bodies as well as with our voice. Try NOT TO engage in gestures that will distract an audience, such as –

Wringing your hands (because of nervousness)

Keeping your hands in your pockets

Nervous pacing

Not moving at all

Leaning on a podium for the entire presentation

Constantly gesturing with a pen and or pencil

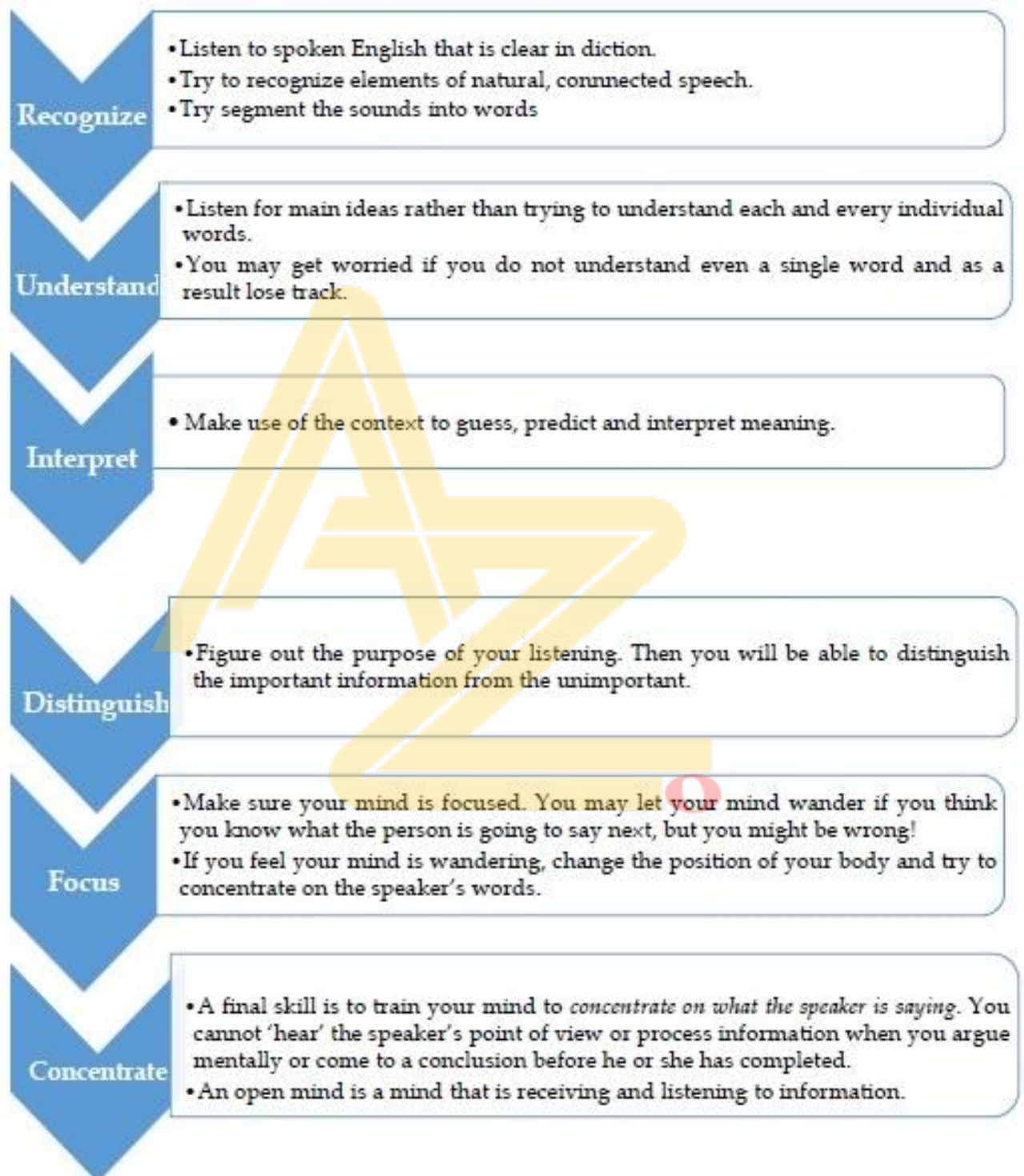
The habit of shuffling your papers or clicking a pen

Keeping your arms crossed (can indicate defensiveness)

Inappropriate laughter (can show anxiety)

How to Deal with Barriers in Verbal Communication?

We will now learn how to deal with barriers in verbal communication.



Barriers to Effective Listening

Barriers are threat to the success of effective communication. They make communication inaccessible, unintelligible thereby killing the prospect of its being effective.

How often has your mind wandered when someone was telling you something? This usually happens when the topic is discussion does not interest you. Sometimes the conversation may be too long and tedious.

Sometimes the topic of discussion may be interesting but the speaker is unable to grab your attention, or you may be unable to comprehend because of lack of knowledge of the topic or the vocabulary or language of the speaker.

There must be motivation and interest in a conversation to be able to listen effectively. However, even if there is motivation and interest, there might be some barriers that affect our ability to listen well.

We will discuss the barriers to effective listening in our subsequent sections.

Linguistic/Semantic Barriers

This is one of the most common barriers to listening. Learners of a language normally face this kind of barrier.

Unfamiliar Vocabulary

Words used by the speaker may not be familiar to you. The speaker may use difficult words and jargons. As a result you cannot comprehend what the speaker says.

Elements of Connected Speech

The speaker is too fast. There are very few pauses and the rhythm that might not be familiar to you. You fail to recognize familiar words because of contractions, reductions, linking. For example, the speaker says, "I scream" and you hear "ice-cream".

Unable to Predict, Guess, and Interpret Meaning from the Context

A person who pays attention to sound structure would recognize that a rapidly spoken "Idrankitfirst" could mean either "I drank it first" or "I'd rank it first." You should be able to recognize whether it is "I drank it

first” or “I’d rank it first” from the context. Sometimes the speaker implies something but does not overtly express it. “That would be all, thank you” is a polite and indirect way of telling someone you do not need their services anymore instead of the more direct ‘You may leave now”. You guess the meaning from the context though the speaker does not overtly express what he or she wants.

Get Words but Lose Ideas

You lose track if you concentrate on each and every word the speaker says, especially if you need to do it for a long period. As a result you may understand the meaning of almost all the words but do not get the gist. You do not distinguish the important information from the unimportant.

Socio-Cultural Barriers

The socio-cultural barriers also hamper effective listening.

Different Cultural Background

The speaker’s accent and pronunciation of words are not familiar to you because of difference in cultures between you and the speaker.

Unfamiliar Subject

The subject may not be familiar to you because you are not familiar with a particular culture or are unaware of the lifestyle of a particular society.

Psychological Barriers

In this section, we will discuss the different psychological barriers to effective listening

Forming opinions and drawing conclusions before listening

It is not a bad idea to know the purpose of your listening. But you may form opinions about the speaker even before he or she speaks.

You may make assumptions about the subject to be spoken about and draw conclusions even before the speaker speaks. This may block your mind and as a result you will not be able to listen.

Lack of interest in the topic

You may not listen if you do not have any interest in the speaker’s topic.

Inability to pay attention

Day dreaming and a wandering mind may prevent you from listening.

Prejudice

You may refuse to listen to something, which goes against your ideas and beliefs. You hear only what you want to hear.

Physical Barriers

Physical barriers also hinder effective listening. Let us see what these physical barriers are.

Noisy surroundings

The environment may be too noisy, which may affect listening.

Physical distance

You may be too far away from the speaker or too close to the speaker to be able to hear clearly.

How to deal with Barriers in Written Communication

Ineffective written communication may overturn everything fair intended in the content of message. It can prevent an applicant from landing in his/her dream job, one promotion, can cancel a deal, and may hamper the image of an organization.

Barriers in written communication entirely distort the content of the message sent and results in communication breakdown.

It is therefore essential to cope with the barrier in written communication in order to ensure that effective communication is established.

The following are the necessary ways to deal with such barriers.

Right People

People who are adept in spoken and written language should be given top priority at the time of recruitment in any organization.

Proper training for enhancing effective communicating skills of the newcomers and also of the existing employees should be ensured regularly.

People drafting communication content should be well-versed in spoken and written language.

Right Language

Simplicity, lucidity and correctness should be emphasized in all organizational written communication.

Right Presentation

Make your presentation or writing almost error-free.

Avoid stuffing the message with silly errors like 'loose' in place of 'lose'; 'there' in place of 'their'; 'too' in place of 'to', etc. Always edit and spellcheck the content before its finalization.

Right Content

Focus on what the message really intends to communicate; avoid dilly dallying with topic for correspondence.

The content needs to be precise, short and meaningful.

Right Sequence

The written message should be written in sequence denoting proper meaning and order of matter presented therein.

Right Channel

Considering the content and timing of the message, the communicator should choose the most appropriate channel to transmit the message.

If it is confidential or carries any sensitive information, it should be sent through such medium which provides greater security, for instance, encrypted email.

Right Feedback

Inappropriate or wrong feedback defeats the purpose of the message sent. It results in communication breakdown.

Hence, the message should be written in a desired manner and sent through appropriate channel so as to ensure early feedback from the recipient.

Effective Communication – Elements of Poor Communication

Lack of effective communication across and beyond a business organization is termed as poor communication. It afflicts the free flow of ideas, employee productivity, staff cooperation, innovation and ultimately upset overall efficiency of human resources of the organization.

Poor communication elements are found in all types of communication. We have learnt about these barriers in our previous chapters.

Reasons for Poor Communication

The flowchart given below shows the different reasons for poor communication

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Besides, lack of commitment among the workforce, inexperienced staff, feeling of fear and dissatisfaction, unconscious incompetence among the employees and the managers can also result in poor communication.

Consequences of Poor Communication

Poor communication can have disastrous effect on the workforce and also on the overall productivity and efficiency of the organization.

The following are some of the consequences of poor communication in business organizations.

Inability on the part of the recipient to understand the message leads to confusion and misunderstanding.

Poor communication affects the concentration of the listener in oral communication that defeats the meaning of the message.

Poor communication results in ambiguity that distorts the content of the message or spoken words.

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It leads to incomplete action as the content of the message sent or spoken is not grasped by the recipients.

Poor communication between the business and customers affect sales and ultimately hampers the growth of the business.

Poor communication between the management and the employee can lead to de-motivation and affect overall productivity. Employees become unwilling to work with the managers who communicate poorly.

Poor communication between the management and the employee can lead to de-motivation and affect overall productivity. Employees become unwilling to work with the managers who are poor communicators.

Loss of working hours as instruction provided and messages sent are beyond the grasp of the recipients or the employees.

Poor communication often leads to frustration among the employees in an organization.

People may feel left out if communication is not open and effective.

Poor communication can lead to many types of conflicts which kills the prospect of organizational growth and prosperity.

Summary

Communication, as we have learnt, is the lifeline of an organization. A slight disturbance in the smooth flow of communication, downward and upward, horizontal and vertical, etc., may cost dear for the organization.

Barriers refer to obstacles or hindrances that prevent movement, flow and access of information in or outside of an organization.

There are different sources of barriers –

Barriers Caused By the Sender

Barriers in Message Transmission

Problems in Reception

The barriers to effective listening are –

Linguistic/Semantic Barriers

Socio-Cultural Barriers

Psychological Barriers

Physical Barriers

Ways to deal with barriers in written communication –

Right people

Right language

Right presentation

Right content

Right sequence

Right channel

Right feedback

Style in Technical Communication

Accuracy demands exactness and precision.

Clarity

Accuracy, Brevity, Clarity.

Brevity can be achieved by

Avoiding Repetition.

Avoiding Wordiness.

Brevity

Technical Style

ABC of Technical Communication

Sancia Dsouza

Accuracy

Clarity in Communication is the quality of being unambiguous and easily understood.

Clarity is achieved when the communicator has communicated his or her meaning to the reader or listener.

Using Direct language

Using Specific words and concrete words and expressions. (I beg your pardon.

Could you please repeat that? etc)

Avoid exaggeration, artificial eloquence, and ornamentation

Use direct sentences.

It is the quality of being brief but comprehensive in expression.

Style in technical communication is the way one speaks or writes to convey technical information.

Style in Tech. Com. depends on the audience, the communicative context, and the purpose of communication.

Style is formal in a technical report or professional presentation and informal as a personal letter or casual conversation.

First feature of technical communication is accuracy, which includes accuracy of information as well as accuracy of expression.

One must assure oneself of the accuracy of information before communicating.

Interpersonal communication

Area of study

Description

Interpersonal communication is an exchange of information between two or more people. It is also an area of study and research that seeks to understand how humans use verbal and nonverbal cues to accomplish a number of personal and relational goals

Interpersonal communication is what happens when we communicate face-to-face. Simply put, it is called “people skills” because we use it when we talk and collaborate with others.

However, it is not just about what is actually said. It is also about how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures, and body language.

When two or more people are in the same place and are aware of each other’s presence, then communication is taking place.

Communication happens no matter how subtle or unintentional it is. So people also receive messages through your non-verbal behavior such as your posture and facial expression.

Interpersonal skills are inherent to us but we can also acquire them through our experiences. These skills are necessary to turn goals into a reality.

For one, good interpersonal communication makes tough decisions easier to resolve. It also helps show your intent verbally and visually so people can easily understand you more.

There are many benefits of having great interpersonal communication skill, especially in the workplace.

Here are 5 ways interpersonal communication skills can impact your overall success in life:

1. Interpersonal communication skills teach you to work smarter

Contrary to what others say, hard work doesn’t always count especially in the workplace. It is because your boss cares more about visible skills than hard work.

So instead of working harder, it is wiser to work smarter. Be smart: work smart! Involve yourself in high-investment tasks and interpersonal communication. But this doesn’t mean you can chat with everybody instead of doing your job.

Deliver the results fast and find ways to spend that extra time you saved by utilizing these interpersonal communication tips.

For example, you can look for opportunities to show the team what you're worth. When someone can't deliver the results and you want more responsibility, and then go for it!

If it goes great, you can talk to the boss that you can be assigned to similar tasks in the future. But if the opportunity is more work than it's worth, just do an excellent job on other tasks and put your name on it.

2. You can make more friends

If you want high-level rewards, it's good to show a healthy amount of confidence and exchange thoughts over lunch.

Talk about something you like to improve your end-of-day mood but don't forget to listen to what others say. Remember that communication is a two-way street.

Use your breaks, lunches, happy hours, and team-building sessions to collaborate and grow your reputation. Just start the conversation with other people or invite a few like-minded individuals to a happy hour, perhaps making it a weekly thing. In turn, they will see you as friendly and a good leader.

You'll also learn to make quality friends, rather than making fake ones.

Avoid bringing up work too often during "happy hour" but talk more about what you like to do outside of work. This is a surprisingly effective way to build networks you'll need for future projects.

3. Good interpersonal communication leads to higher pay and promotion

Strong interpersonal communication skills to build lasting relationships with co-workers and clients. If you show your good interpersonal skills to your bosses, they will get a better picture of what you're like as an employee. It will leave a lasting impression on them.

Show your boss how invested you are in the company. People who lack interest and drive tend to display worse interpersonal communication skills.

Good communication skills will help show your boss that you did a good job – it can even get you an interview for a promotion!

4. Strong interpersonal communication skills can leave a strong first impression

Making a strong first impression is as important as ever, especially when meeting face-to-face. – Joseph Abound

A strong first impression can help you land your dream job. But it doesn't end there – it will affect your job and your ability to achieve general goals for years to come.

If you give a smile, a strong handshake, a good statement of introduction, and a display of interest will help tell people more about you than an interview could.

First impressions last so it is very important whether you are dating or being interviewed. Beyond that, you can still prove a lot more, but many recruiters say this is most important.

Never forget that you only have one opportunity to make a first impression – with investors, with customers, with PR, and with marketing. – Natalie Massenet

5. It will make people fall in love with you

“You cannot truly listen to anyone and do anything else at the same time.” M. Scott Peck

People who have satisfying relationships have strong communication skills. In the work setting, they are more likely to gain leadership roles. It is because possessing good interpersonal skills mean letting your best qualities shine without hesitation when you interact with others.

Both romantic relationship and work-related stuff need good interpersonal communication to prosper. You can practice introductions and collaborations in and outside the workplace which will enhance your skills.

Interpersonal communication can help you find love AND success. You'll also be able to read people and understand them.

With these points in mind, it is now clear that we need good interpersonal communication skills to foster a healthy work and romantic relationship.

Fortunately, there are a number of universal tips that can help you improve your interpersonal skills, including the following:

1. Acknowledge other people

It's not about YOU, it's about THEM.” – Clint Eastwood

Possessing good interpersonal communication skills means that you focus on other people and the exchange of ideas and feelings in face-to-face settings.

You are not there to impress or instruct. Do not monopolize the conversation but practice a give-and-take flow of the conversation.

If you will not listen to others, it can damage the relationship. Always give someone your full attention when they speak.

2. Be compassionate

“Compassion and tolerance are not a sign of weakness, but a sign of strength.”

Dalai Lama

Being compassionate to others is an important trait we must all work to further nurture, both in ourselves and in others.

If you see that your workmate is having a hard time, it doesn't hurt to reach out to them. Ask them how you can help or you can just listen to their troubles.

Even the simplest act will let them know you are there for them. It doesn't need to be a grand gesture; it is all about the small, intimate acts of kindness we extend on a daily basis.

3. Take an interest in others

We're often too concerned with our own problems and difficulties to pay much mind to others.

The next time you think about opening your mouth to complain or vent, try asking the person you're interacting with how they're doing.

Ask them about their hobbies, their passions, their interests. Get to know people on a deeper and more fulfilling level.

If you want to connect with others, you'll need to make the effort to express an interest in their lives.

4. Ask questions

One key feature of good interpersonal communication skills is asking questions. When you gather facts and inquire about feelings, it makes the person feel that you are listening.

Asking questions means you care enough to want to extract more input from a person. Even if it is an awkward first impression moment or small talk at dinner, asking questions is a great way to get to know about someone.

Develop the skill of asking follow-up questions. An example is when you ask someone, "Where did you go to college?" you can follow up with the question, "Why did you pick that school?"

It will make the person know you are engaged in the conversation because you are digging deeper with follow up questions.

5. Listen actively and purposefully.

Genuine listening is different from giving the illusion of listening. To practice good interpersonal communication skills, it should be the former not the latter. Listening genuinely involves observing and taking in non-verbal communication to gauge emotions. If you speak more, complement it by listening more.

6. Give attention to non-verbal communication

According to Peter F. Ducker, the most important thing in communication is hearing what isn't said. In fact, almost every facet of our personality is revealed through our appearance, body language, gestures, facial expressions, demeanor, posture, and movements.

According to the communication model of Albert Mehrabian, the verbal impact of communication only accounts for 7% of your overall message. The bulk of communication comes across in our appearance and body language which comprises 55% of the whole. Tone, speed, and inflection of our voice make up the remaining 38%.

Simply put, this is anything besides words. When you listen, notice the tone, gestures, physical proximity, facial expressions, and body language of the person.

Final thoughts:

Interpersonal communication involves both words and non-verbal cues. So next time you are in a conversation with someone, try to give a gentle touch and a warm expression.

By enhancing your interpersonal communication skills, your job and relationship satisfaction will increase because you will form stronger bonds with the people around you.

New eBook: The Art of Mindfulness: A Practical Guide to Living in the Moment

Follow these nine tips to improve your interpersonal skills in the workplace:

Cultivate a positive outlook. ...
Control your emotions. ...
Acknowledge others' expertise. ...
Show a real interest in your colleagues. ...
Find one good trait in every co-worker. ...
Practice active listening. ...
Be assertive. ...
Practice empathy.

More items...

Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups.

People with strong interpersonal skills are often more successful in both their professional and personal lives.

Interpersonal skills include a wide variety of skills, though many are centred around communication, such as listening, questioning and understanding body language. They also include the skills and attributes associated with emotional intelligence, or being able to understand and manage your own and others' emotions.

People with good interpersonal skills tend to be able to work well in a team or group, and with other people more generally. They are able to communicate effectively with others, whether family, friends, colleagues, customers or clients. Interpersonal skills are therefore vital in all areas of life at work, in education and socially.

Through awareness of how you interact with others, and with practice, you can improve your interpersonal skills. This section of Skills You Need is full of information and practical advice that you can use to improve and develop your interpersonal skills.

What are Interpersonal Skills?

Interpersonal skills are generally considered to include a wide range of skills, such as:

Communication skills, which in turn covers:

Verbal Communication – what we say and how we say it;

Non-Verbal Communication – what we communicate without words, for example through body language, or tone of voice; and

Listening Skills – how we interpret both the verbal and non-verbal messages sent by others.

Emotional intelligence – Being able to understand and manage your own and others' emotions.

Team-working – being able to work with others in groups and teams, both formal and informal

Negotiation, persuasion and influencing skills – working with others to find a mutually agreeable (Win/Win) outcome. This may be considered a subset of communication, but it is often treated separately.

– working with others to resolve interpersonal conflict and disagreements in a positive way, which again may be considered a subset of communication.

– working with others to identify, define and solve problems, which includes making decisions about the best course of action.

Developing Your Interpersonal Skills

Good interpersonal skills are often viewed as the foundation for good working and social relationships, and also for developing many other areas of skill.

For example, good leaders tend to have very good interpersonal skills, and develop other areas of their leadership skills by building on these.

Without good interpersonal skills it is often more difficult to develop other important life skills. It is therefore worth spending time developing good interpersonal skills.

Unlike specialized and technical skills (hard skills), interpersonal skills (soft skills) are used every day and in every area of our lives.

Improving and developing your interpersonal skills is best done in steps, starting with the most basic, but vital:

1. Identify areas for improvement

The first step towards improving is to develop your knowledge of yourself and your weaknesses.

You may already have a good idea of areas that you need to develop. However, it is worth seeking feedback from other people, because it is easy to develop ‘blind spots’ about yourself. You might also find it useful to do our

Interpersonal Skills Self-Assess

2. Focus on your basic communication skills

Communication is far more than the words that come out of your mouth.

Some would even go so far as to suggest that there is a reason why you have two ears and one mouth, and that you should therefore listen twice as much as you talk!

Listening is very definitely not the same as hearing. Perhaps one of the most important things you can do for anyone else is to take the time to listen carefully to what they are saying, considering both their verbal and non-verbal communication. Using techniques

like questioning and reflection demonstrates that you are both listening and interested.

Visit our Listening Skills pages to learn more.

When you are talking, be aware of the words you use. Could you be misunderstood or confuse the issue? Practise clarity and learn to seek feedback or clarification to ensure your message has been understood. By using questions effectively, you can both check others' understanding, and also learn more from them.

Our page on **Verbal Communication** introduces this subject. You may also find our pages on **Questioning and Clarification** useful.

You may think that selecting your words is the most important part of getting a message across, but non-verbal communication actually plays a much bigger part than many of us are aware. Some experts suggest that around three-quarters of the 'message' is communicated by non-verbal signals such as body language, tone of voice, and the speed at which you speak.

These non-verbal signals reinforce or contradict the message of our words, and are much harder to fake than words. They are therefore a much more reliable signal, and learning to read body language is a vital part of communication.

For more about this, see our page on **Non-Verbal Communication**. If you are really interested, you may want to explore more, either about **Body Language**, or the importance of **Face and Voice** in non-verbal communication.

3. Improve your more advanced communication skills

Once you are confident in your basic listening and verbal and non-verbal communication, you can move onto more advanced areas around communication, such as becoming more effective in how you speak, and understanding why you may be having communication problems.

Our page on **Effective Speaking** includes tips on how to use your voice to full effect.

Communication is rarely perfect and can fail for a number of reasons.

Understanding more about the various barriers to good communication means that you can be aware of—and reduce the likelihood of—ineffective interpersonal communication and misunderstandings. Problems with communication can arise for a number of reasons, such as:

Physical barriers, for example, being unable to see or hear the speaker properly, or language difficulties;

Emotional barriers, such as not wanting to hear what is being said, or engage with that topic; and

Expectations and prejudices that affect what people see and hear.

See our page **Barriers to Communication** for more information.

There are also circumstances in which communication is more difficult: for example, when you have to have an unpleasant conversation with someone, perhaps about their standard of work. These conversations may be either planned or unplanned.

There tend to be two issues that make conversations more difficult: emotion, and change.

Various emotions can get in the way of communicating, including anger and aggression, or stress. Few of us are able to communicate effectively when we are struggling to manage our emotions, and sometimes the best thing that can be done is to postpone the conversation until everyone is calmer.

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The personal skills or 'how we manage ourselves', are self-awareness, self-regulation, and motivation. In other words, the first steps towards understanding and managing the emotions of others is to be able to understand and manage our own emotions, including understanding what motivates us.

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from their perspective. In doing so, you may learn something whilst gaining the respect and trust of others.

5. Use and practice your interpersonal skills

There are a number of situations in which you need to use interpersonal skills. Consciously putting yourself in those positions, and practising your skills, then reflecting on the outcomes, will help you to improve.

For example:

Interpersonal skills are essential when working in groups.

Group-working is also a common situation, both at home and at work, giving you plenty of opportunity to work on your skills. It may be helpful to understand more about group dynamics and ways of working, as these can affect how both you and others behave.

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While these skills may be thought of as advanced communication skills, if you are often required to manage such situations, some specialist training may also be helpful.

Finally, problem-solving and decision-making are usually better when they involve more than one person

Problem-solving and decision-making are key life skills. While both can be done alone, they are often better for the involvement of more people. This means that they also frequently involve interpersonal elements, and there is no doubt that better interpersonal skills will help with both

6. Reflect on your experience and improve

The final, but by no means least important, element in developing and improving your skills is to develop the habit of self-reflection. Taking time to think about previous conversations and other interpersonal interactions will enable you to learn from your mistakes and successes, and continue to develop. You might, for example, find it helpful to keep a diary or learning journal and write

Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups.

People with strong interpersonal skills are often more successful in both their professional and personal lives.

Interpersonal skills include a wide variety of skills, though many are centred around communication, such as listening, questioning and understanding body language. They also include the skills and attributes associated with emotional intelligence, or being able to understand and manage your own and others' emotions.

People with good interpersonal skills tend to be able to work well in a team or group, and with other people more generally. They are able to communicate effectively with others, whether family, friends, colleagues, customers or clients. Interpersonal skills are therefore vital in all areas of life at work, in education and socially.

Through awareness of how you interact with others, and with practice, you can improve your interpersonal skills. This section of Skills You Need is full of information and practical advice that you can use to improve and develop your interpersonal skill.

What are Interpersonal Skills?

Interpersonal skills are generally considered to include a wide range of skills, such as:

Communication skills, which in turn covers:

Verbal Communication – what we say and how we say it;

Non-Verbal Communication – what we communicate without words, for example through body language, or tone of voice; and

Listening Skills – how we interpret both the verbal and non-verbal messages sent by others

Emotional intelligence – being able to understand and manage your own and others' emotions.

Team-working – being able to work with others in groups and teams, both formal and informal.

Negotiation, persuasion and influencing skills – working with others to find a mutually agreeable (Win/Win) outcome. This may be considered a subset of communication, but it is often treated separately

Conflict resolution and mediation – working with others to resolve interpersonal conflict and disagreements in a positive way, which again may be considered a subset of communication.

Problem solving and decision-making – working with others to identify, define and solve problems, which includes making decisions about the best course of action.

Developing Your Interpersonal Skills

Good interpersonal skills are often viewed as the foundation for good working and social relationships, and also for developing many other areas of skill.

For example, good leaders tend to have very good interpersonal skills, and develop other areas of their leadership skills by building on these.

Without good interpersonal skills it is often more difficult to develop other important life skills. It is therefore worth spending time developing good interpersonal skills.

Unlike specialized and technical skills (hard skills), interpersonal skills (soft skills) are used every day and in every area of our lives.

Improving and developing your interpersonal skills is best done in steps, starting with the most basic, but vital:

1. Identify areas for improvement

The first step towards improving is to develop your knowledge of yourself and your weaknesses.

You may already have a good idea of areas that you need to develop. However, it is worth seeking feedback from other people, because it is easy to develop ‘blind spots’ about yourself. You might also find it useful to do our

Interpersonal Skills Self-Assessment.

The self-assessment may give you an idea of which areas to develop first. It may, however, be worth starting with the basics, and moving on from there.

2. Focus on your basic communication skills

Communication is far more than the words that come out of your mouth.

Some would even go so far as to suggest that there is a reason why you have two ears and one mouth, and that you should therefore listen twice as much as you talk!

Listening is very definitely not the same as hearing. Perhaps one of the most important things you can do for anyone else is to take the time to listen carefully to what they are saying, considering both their verbal and non-verbal communication. Using techniques like questioning and reflection demonstrates that you are both listening and interested.

Visit our [Listening Skills](#) pages to learn more.

When you are talking, be aware of the words you use. Could you be misunderstood or confuse the issue? Practice clarity and learn to seek feedback or clarification to ensure your message has been understood. By using questions effectively, you can both check others' understanding, and also learn more from them.

Our page on [Verbal Communication](#) introduces this subject. You may also find our pages on [Questioning](#) and [Clarification](#) useful.

You may think that selecting your words is the most important part of getting a message across, but non-verbal communication actually plays a much bigger part than many of us are aware. Some experts suggest that around three-quarters of the 'message' is communicated by non-verbal signals such as body language, tone of voice, and the speed at which you speak.

These non-verbal signals reinforce or contradict the message of our words, and are much harder to fake than words. They are therefore a much more reliable signal, and learning to read body language is a vital part of communication.

For more about this, see our page on [Non-Verbal Communication](#). If you are really interested, you may want to explore more, either about [Body Language](#), or the importance of [Face and Voice](#) in non-verbal communication.

3. Improve your more advanced communication skills

Once you are confident in your basic listening and verbal and non-verbal communication, you can move onto more advanced areas around communication, such as becoming more effective in how you speak, and understanding why you may be having communication problems.

Our page on [Effective Speaking](#) includes tips on how to use your voice to full effect.

Communication is rarely perfect and can fail for a number of reasons.

Understanding more about the various barriers to good communication means that you can be aware of—and reduce the likelihood of—ineffective interpersonal communication and misunderstandings. Problems with communication can arise for a number of reasons, such as:

Physical barriers, for example, being unable to see or hear the speaker properly, or language difficulties;

Emotional barriers, such as not wanting to hear what is being said, or engage with that topic; and

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GRAMMAR

The Eight Parts of Speech

NOUN.

PRONOUN.

VERB.

ADJECTIVE.

ADVERB.

PREPOSITION.

CONJUNCTION.

INTERJECTION.

NOUN - (Naming word)

A noun is the name of a person, place, thing or idea.

Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

Example sentences: Steve lives in Sydney. Mary uses pen and paper to write letters.

Learn more about the different types of nouns.

PRONOUN - (Replaces a Noun)

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences: Mary is tired. She wants to sleep. I want her to dance with me.

ADJECTIVE - (Describing word)

An adjective describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

Example sentences: The little girl had a pink hat.

VERB - (Action Word)

A verb shows an action or state of being. A verb shows what someone or something is doing.

Examples: go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences: I like Woodward English. I study their charts and play their games.

ADVERB - (Describes a verb)

An adverb describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences: I am usually busy. Yesterday, I ate my lunch quickly.

PREPOSITION - (Shows relationship)

A preposition shows the relationship of a noun or pronoun to another word.

They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

Example sentences: I left my keys on the table for you.

CONJUNCTION - (Joining word)

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Example sentences: I was hot and exhausted but I still finished the marathon.

INTERJECTION - (Expressive word)

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

Example sentences: Wow! I passed my English test. Great! – Ouch! That hurt
Sometimes teachers include Articles as a ninth part of speech so we have included it here. Note, an article is a type of adjective.

ARTICLE - (Defining word)

An article is used before a noun. These are divided into definite (the) and indefinite (a, an). Articles help define nouns.

Examples: a, an, the

Definite and Indefinite Articles

If the English language has only one thing going for it in terms of simplicity (and it may only have this one thing), it's that its definite and indefinite articles combined only add up to four. The pronunciation and the spelling and the hundreds of irregular verbs may not make any sense at all, but at least we only have four articles where other languages have more than ten. Furthermore, English has only one definite article, which has to at least make up for the fact that we have to switch the words in a sentence all around whenever we want to ask a question. Right?

What Is an Article?

There are several possible words that can join together with a noun to create what is called a noun phrase. A noun phrase is made up of the noun and all those other words that go with it. Look at the following sentence:

The quick, brown fox jumps over the lazy dog.

In addition to using all the letters of the alphabet, this sentence has two noun phrases:

The quick, brown fox

The lazy dog

Both phrases include a noun (fox, dog), at least one adjective (quick, brown, lazy) and an article (the). Noun phrases can also include numbers, possessive adjectives or demonstratives (this, that, these, those).

An article (a, an, some, the) gives information about the noun in the noun phrase. It can:

Tell us how many there are; if the article is "a" or "an," we know there's only one.

Tell us whether the noun in question is a specific one or just one in general.

Signal to a reader or listener that a noun is just being introduced or that it's one he's already seen in a story.

Now that we know a little bit about what articles do, let's look at definite and indefinite articles individually to see which does what?

Indefinite and Definite Articles

Indefinite Articles

English has three indefinite articles - two for singular nouns and one for plural and uncountable nouns.

For singular nouns, the indefinite articles are "a" and "an." Now, in other languages, when choosing which indefinite article to use, you may have to think about the gender of the noun, its spelling and the spelling of any adjectives that come before it. In English, you only have to listen to the very next word. If it begins with a vowel sound, use "an," and if it begins with a consonant sound, use "a." It's as simple as that. Here are a few examples:

a man

a blue umbrella

a swimming pool

a university (Because we pronounce it as though it begins with a [y], it begins with a consonant sound.)

An apple

An elephant

An igloo

An octopus

An umbrella

An ugly hat

An hour (Because we don't pronounce the [h], "hour" begins with a vowel sound.)

For plural nouns, the indefinite article is "some." It can be followed by any adverb, adjective, plural noun or uncountable noun whatsoever (as long as there is a noun somewhere in the vicinity to complete the noun phrase). Look at these examples:

Some men

Some blue umbrellas

Some universities

Some elephants

Some ugly hats

Some hair

Some water

Some milk

Some money

We might choose to use an indefinite article in English for one of two reasons: We are introducing a noun for the first time in a story. When a joke starts out, "A man walks into a bar," the indefinite article "a" is used for both the man and the bar because this is the first mention of both nouns.

We don't care which one exactly. If you're going to the store and your husband says, "Pick up a bottle of Chardonnay and some olive oil," he doesn't care which bottle or which olive oil you get.

In either case, the noun is understood as being very general. There are millions of men, bars and bottles of Chardonnay in the world, and there are millions of gallons of olive oil. When you use an indefinite article, you are beginning to narrow things down a bit, but you're not into specifics just yet.

Definite Articles

We have only one definite article, and it's "the." We use "the" for singular, plural and uncountable nouns when the reader or listener clearly understands which thing we're talking about because:

We've introduced it already. "The man rubs his head and says, 'Ouch! Where'd that bar come from?'"

There is only one in existence that matters. "We visited the Sistine Chapel when we were in Rome."

We describe exactly which one we're talking about. "Let's open the Chardonnay that Pam and Dale gave us for our anniversary."

There are a lots of very specific rules for whether to use a definite or indefinite article, but they all fall into one of the categories mentioned. For example:

We use "the" when we use an ordinal number like first, second or third, but using an ordinal number describes exactly which one.

We also use "the" with the names of rivers, monuments and the names of certain countries, but at the heart of all those rules, there's a broader one at work, so if you can just remember the ones given here, you'll be all set.

ATME College of Engineering, Bannur Road Mysore

SUBJECT: TECHNICAL ENGLISH-I

SUBJECT CODE: 18EGH18

By: R.Bharathi (Lecturer)

MODULE-II

An example of phonetics

Is the International Phonetic Alphabet (IPA), which standardizes the pronunciation of words from any language so that anyone reading any word in any language can pronounce it properly.

Mispronunciation is the act or habit of pronouncing a word in a way that is regarded as nonstandard, unconventional, or faulty. Words and names are sometimes deliberately mispronounced for comic or malicious purposes.

The traditional term for "incorrect" pronunciation is cacoepy (the opposite of orthoepy, the customary pronunciation of a word).

Because the pronunciation of a word or name is often determined by dialectal or regional conventions (which may vary widely), most contemporary linguists avoid the terms "correct" or "incorrect" in reference to pronunciation.

Examples of Mispronunciation

"The word I had used to describe the Liberal lust for power was 'insatiable,' which I mispronounced as 'insat-eye-able.' To this day, I cringe in embarrassment as I reflect upon the gentle public correction by Governor

General Bob Higgins and the look of undisguised dismay on the face of Prime Minister Murray."(Brian Mulroney, "Memoirs". McClelland & Stewart, 2007)

"I had to mock her Australian accent, and she had to mock my American one, because she looked at me and my mouth and saw the corollary of what I saw, and we fought violently over how to spell aluminum, which she pronounced aluminum, and when she ran off into the bamboo and came back shaking a British dictionary that spelled it her way, I was utterly defeated." (Jane Alison, "The Sisters Antipodes". Houghton Mifflin Harcourt, 2009)

Silent letters in English

The English language is full of words whose written form can be deceptive. Unlike a language like Spanish, in English we rarely sound out all the letters that we see.

The result is a series of words which are written in a way which seems very different from their sound. Lots of these strange 'silent' letters are due to the history of the English language. Not only has it absorbed plenty of vocabulary from invaders, like French, Latin and Norse, but the eventual standardization of sounds in the English language has meant that certain words, whilst keeping their older forms of spelling, have had their sounds refined and softened.

Thanks to this development of the language, we are now left with hundreds and hundreds of English words which have some surprising silent letters. Here we take a look at some common words with silent letters, and how to pronounce them.

The silent K: You need to know

The 'k' in English is traditionally a hard-sounding vowel 'cah' or 'kah', especially when it's at the end of a word: back, for instance. However, when the letter 'k' precedes the letter 'n' at the start of a word, it falls silent; such as 'know'. 'Know' is interesting, because even though the 'k' is silent (we don't say 'cah-noh'), it is not pronounced the same way as 'now'.

'Know' = Noh. 'Now' = naow.

Here are a few words which have a silent k at the start and a hard k later on: knock knack, knapsack, knickers, and knuckle.

The silent P: Psychology with no receipt

The 'p', usually a popping sound made at the front of the mouth, is silenced when it precedes an 's'. Most of these words with silent 'p's are to do with the mind or the medicine of the mind: Psychology, psychiatry, psyche, psychological, psychotic or pseudo.

Indeed, when p or 'ps' starts a word it is almost always medical. This is thanks to its Greek origins. 'Pneumonia' – caused when you catch excessive cold – also has a silent p, so it is pronounced 'new-moan-ee-a'.

Finally, you'll every now and then find a silent p in the middle of a word, such as 'receipt'. In English we say 're-seet', with no 'p' sounding in the second syllable, though some would argue that the p is there to slightly soften the sound.

The silent c: Miscellaneous muscle

A bit like the 'k', the 'c' is usually a hard sound (unless followed by an 'h'; 'ch' is soft, think 'cheese', 'cheers'). However, when following an 's' it is often silent.

'Muscle' – we say the same as 'mussel', the seafood.

'Miscellaneous' – pronounced 'mis- sell- lay – nee – ous'.

Whilst you do not hear the c, it does slightly change the sound. 'Scene' for instance, has the first sound slightly further forward in the mouth than 'seen', it's rhyme. Likewise, the 'c' works in slightly softening what would otherwise be a very hard, hissy 'ss' sound. Other key words with silent 'c's included: ascend, ascent/descent, fascinate, fluorescent, incandescent, obscene, scene, scenario or scented.

The silent g: Benign gnomes

This is one of our favorites. There are many words which sound normal, and should be spelt in a normal simple way – and all of a sudden there's a 'g' in there. 'Foreign' is a classic example – the only thing 'foreign' in that word is the 'g'!

We don't sound the hard 'guh' sound of the 'g' in these words, but its inclusion does give a slight lengthening of the vowel sound – 'for-rein'.

Here are a few more examples: gnome, benign, malign, design, deign, gnash, sign...

A great example of how the 'silent' g isn't quite silent; if we didn't pronounce the 'g' at all, this would be 'sin'. However, the 'g' lightens and elongates the vowel sound – to be pronounced 'sigh-n'. This is true for all 'ign' words – imagine that the 'ign' sounds like 'sigh' (de-sigh-n; mal-ighn).

The silent b: A bomb with aplomb

There are plenty of words in the English language that smuggle in a 'b' where it's not needed, supposedly.

The silent b, usually coming after an m, is not pronounced 'b' as it would normally be at the front of a word ('boy'). However, as with most of these examples, it does soften and slightly elongate the word – so whereas 'tomb' would sound like 'toh-m' or the name 'Tom' is we just took out the b, 'tomb' is pronounced 'tooh-m'.

Here are some key examples: climb, comb, crumb, debt, thumb, tomb or womb.

The silent n: Damn solemn autumn

Not dissimilar to the silent b, the silent n usually appears after an 'm' and is not pronounced 'nuh' as an 'n' normally is, but simply functions to soften the words final vowel sound a little. The 'n' is silenced, within the mouth, but it makes these words subtly longer than if they just ended in 'm': hymn, damn, solemn, condemn or column.

The silent t: A whistle! Listen!

Ah the confusing silent 't'. The 't' – 'tuh' sound – is one of the most recognizable and strong sounds in the English language – yet in the middle of 'listen', it disappears!

Instead the 't' becomes a little like another, slightly shorter 's': listen becomes 'lessen'; whistle is 'whistle' etc. Here's a few more: hustle, jostle, apostle, bristle, thistle or wrestle.

Explanation of HOMONYMS, HOMOPHONES, HOMOGRAPHIS, and HETERONYMS

be	become	beware
beautiful	behave	maybe
because	behind	

Buzzy Bee riddles are a play on the sound and spelling of words. This is easily done because many words in the English language sound alike or are spelled alike but have different meanings. Bee is spelled with two "e's" and therefore any words with the letters "b" and "e" are likely to have an extra "e" when misspelled by Buzzy. While the following words are spelled correctly, look for their misspellings in the Buzzy Bee riddles and Buzzy's

"answers."

What other words might Buzzy misspell? (Hint: look up "be" in the dictionary.)

Buzzy Bee riddles use misspelling to manipulate the meaning of words. Although not correctly spelled, these words might qualify as homophones (words that sound alike, but have a different spelling).

HOMONYMS are words that sound alike but have different meanings. Homophones are a type of homonym that also sound alike and have different meanings, but have different spellings.

HOMOGRAPHS are words that are spelled the same but have different meanings. Heteronyms are a type of homograph that are also spelled the same and have different meanings, but sound different.

WORDS THAT BOTH SOUND THE SAME AND ARE SPELLED THE SAME are both homonyms (same sound) and homographs (same spelling). Example: lie (untruth) and lie (prone); fair (county fair), fair (reasonable).

SUMMARY CHART

HOMONYM SOUND	WORDS	HOMOPHONE type of homonym	WORDS
same sound		same sound	
same OR different spelling		different spelling	
fair fair pear pair Buzzy Bee Riddle #6; boo bee, booby Buzzy Bee Riddle #14; hum bug, humbug Buzzy Bee Riddle #13: cell, sell	(county fair) (reasonable) (fruit) (couple)	pear pair Buzzy Bee Riddle #6; boo bee, booby Buzzy Bee Riddle #14; hum bug, humbug Buzzy Bee Riddle #13: cell, sell	(fruit) (couple)

HOMOGRAPH SPELLING	WORDS	HETERONYM WORDS type of homograph
same OR different sound		different sound
same spelling		same spelling
lie lie (lie down) tear (in the eye) tear (rip) Buzzy Bee Riddle #4; spelling bee, spelling bee		tear (in the eye) tear (rip)

DETAIL CHART

Same Sound / different meanings		Same Spelling / different meanings	
Homonyms	Homophones	Homographs	Heteronyms
Different Spelling			Different Sound

see (with your eye) sea (the ocean)	see sea	see sea	n/a	n/a
to (preposition) too (as well) two (2)	to too two	to too two	n/a	n/a
there their (possessive) they're (contraction)	there their they're	there their they're	n/a	n/a
bough (tree limb)	bough	bough bough		

bow (front of a boat)	bow		bow	h	bow	bow	
bow (at the waist)	bow				bow		bow
bow (tied with ribbon)		bow		bow	bow	bow	bow
bow (shoots arrows)		bow			bow		
lead (to guide)					lead	lead	
lead (the metal)	lead		lead		lead	lead	
led (guided)	led		led				
lie (untruth)	lie		n/a		lie	n/a	
lie (lie down)	lie				lie		
fair (appearance)	fair		n/a		fair	n/a	
fair (county fair)	fair				fair		
fair (reasonable)	fair				fair		
bass (fish)	n/a		n/a		bass	bass	
bass (low note)					bass	bass	
tear (in the eye)	n/a		n/a		tear	tear	
tear (rip)					tear	tear	

Aspiration

Noun

as·pi·ra·tion | \ ,as-pə-'rā-shən \

Definition of aspiration

1a: a strong desire to achieve something high or great an aspiration to become famous—usually plural a young man with political/literary aspirations

b: an object of such desire. An acting career is her aspiration.

2: a drawing of something in, out, up, or through by or as if by suction: such as

a: the act of breathing and especially of breathing in

b: the withdrawal (as by suction) of fluid or tissue from the body the aspiration of stomach fluids

c: the taking of foreign matter into the lungs with the respiratory current problems caused by the aspiration of fluids into the patient's lungs

3linguistics

a: audible breath that accompanies or comprises a speech sound

b: the pronunciation or addition of an aspiration the aspiration of the letter "h" in "a house" also : the symbol of an aspiration

Other Words from aspiration Synonyms Choose Sentences Learn

Synonyms for aspiration

Synonyms

Ambition, ambitiousness, go-getting

Choose the Right Synonym for aspiration

AMBITION, ASPIRATION, PRETENSION mean strong desire for advancement. AMBITION applies to the desire for personal advancement or preferment and may suggest equally a praiseworthy or an inordinate desire. Driven by ambition ASPIRATION implies a striving after something higher than oneself. an aspiration to become president someday PRETENSION suggests ardent desire for recognition of accomplishment often without actual possession of the necessary ability and therefore may imply presumption. has literary pretensions

CORRECT PRONUNCIATION | WORD ENDINGS -ABLE AND -AGE CATEGORIES PRONUNCIATION

He was not able to answer the question, even though he was a notable expert in his field.

THIS POST DEALS WITH THE PRONUNCIATION OF TWO FREQUENT SUFFIXES, OR WORD ENDINGS. THEY MAY LOOK LIKE ORDINARY WORDS, BUT DON'T BE DECEIVED!
PLEASE FEEL FREE TO DOWNLOAD THE PDF AT THE END.

You can listen to the post here.

Audio Player

Now look at the photograph above and listen to these two sentences.

There's a plate on a table. /'teɪbl/

There are some vegetables. /'vedʒtəblz/

And here is another pair of sentences.

She asked the man his age. /eɪdʒ/

The situation was hard to manage. /'mænɪdʒ/

Did you notice the difference between the pronunciation of the nouns in sentences 1, and the suffixes or word endings in sentences 2?

It's all about the unstressed

The a in both able and age is stressed; it is pronounced as /eɪ/.

There are several words that rhyme with able: cable, fable, stable, table ... Likewise, a good number of words rhyme with age: cage, page, rage, stage, wage...

However, when -able and -age are word endings, or suffixes, their pronunciation usually changes.

Since suffixes are unstressed, their vowels are pronounced less prominently: they sound "weaker". When unstressed, the vowel a is usually pronounced as /ə/ or /ɪ/.

The suffix -able can transform verbs into adjectives; it is pronounced /əbl/, as in available or miserable.

The word ending -age usually stands at the end of nouns (and some verbs) and is normally pronounced /ɪdʒ/, as in image or message.

Now, in some words, the ending -age has maintained its French pronunciation: /ɑːʒ/, for example in camouflage, garage or massage.

As you can see, the correct pronunciation of words with these suffixes is not always obvious; also their pronunciation can vary between British and American English .

So, when you come across any of them in a text I strongly recommend that you listen to them in an online dictionary, or that you check the phonetic transcription.

After all, there's no table in comfortable; you won't find any cables in amicable; sewage is hardly about wages; and where's the rage in average?

Here are a few example sentences for you to listen to

I like the vintage feel of this image.

How did you manage to find the courage?

He couldn't handle his baggage because of the bandage.

A large percentage of houses suffered severe damage.

We bought a cottage in a little village.

The advantage is that there's no mortgage on it.

She made herself comfortable with a vegetable pizza.

There were no suitable appointments available.

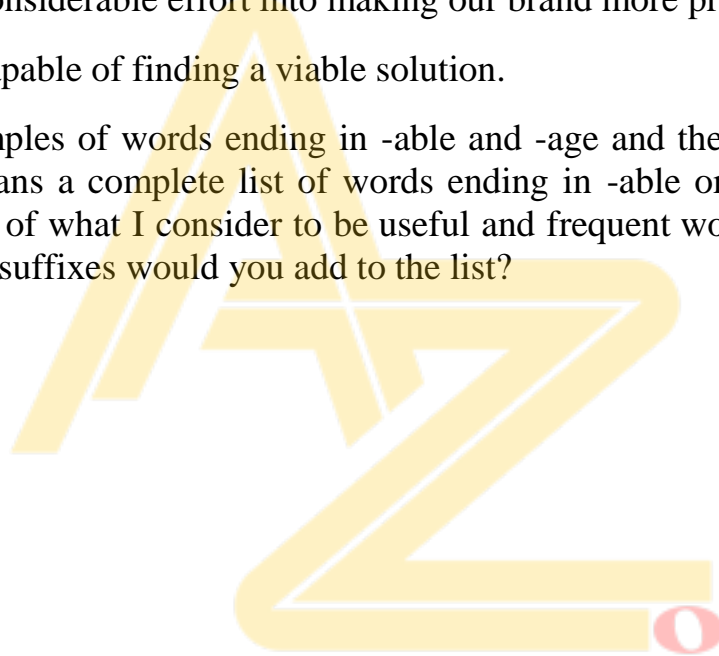
Prices are reasonable, so the products are affordable.

Candidates for this position must be reliable and adaptable.

We have put considerable effort into making our brand more profitable.

They were incapable of finding a viable solution.

For more examples of words ending in -able and -age and their pronunciation, It is by no means a complete list of words ending in -able or -age, but rather offers a choice of what I consider to be useful and frequent words .What words with these two suffixes would you add to the list?



ATME College of Engineering, Bannur Road Mysore

SUBJECT: TECHNICAL ENGLISH-I

SUBJECT CODE: 18EGH18

By: R.Bharathi (Lecturer)

MODULE-III

English **consonants** are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z. **Consonants** and **vowels** do not make syllables on their own. A **vowel** paired with a **consonant** makes a syllable

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What Letters are Consonants?

“There are 21
consonant letters.”

English consonant letters: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z

Consonant Examples in Words:

- car
 - “c” and “r” are consonants in this word
- storm
 - “s” “t” “r” “m” are consonants in this word

- day
 - “d” is a consonant in this word

Consonants vs. Vowels

“There are only five English vowels.”

Consonants are not vowels.

Vowels in the English language are A, E, I, O, U, (and sometimes Y).

Vowels, just like consonants, do not make syllables on their own. A vowel paired with a consonant makes a syllable.

Example of vowel in word:

- sit
 - “i” is the vowel in this word

Forming Syllables

“Consonants work with vowels to form syllables.”

A syllable is a unit of sound that creates meaning in language. Consonants pair with vowels to create syllables.

Syllables can have more than one letter, more than one consonant, and more than one vowel, but they cannot have more than one sound.

Examples:

- maker
 - two syllables
 - “mak”: two consonants “m” “k” plus one vowel “a”
 - “er”: one vowel “e” plus one consonant “r”
- slow
 - one syllable
 - three consonants “s” “l” “w” and one vowel “o”
- banana
 - three syllables
 - “ba”: one consonant “b” plus one vowel “a”
 - “na”: one consonant “n” plus one vowel “a”
 - “na : one consonant “n” plus one vowel “a”
- lean
 - one syllable

- two consonants “l” “n” plus one vowel “n”

Literary Devices That Use Consonants

“Alliteration is similar to consonance.”

The sound specifically created from consonants is used in the literary device called *consonance*. Consonance is the repetition of similar consonant sounds within nearby words. It is, in a sense, the opposite literary device to [alliteration](#). Consonance, as with alliteration, is often used in poetry when writers use sound to create meaning.

Example of Consonance:

- the children seemed adorable and endearing
- the repetition of the “d” sound in these examples creates the consonance

The following is an example of consonance from American poet Emily Dickinson’s “T was later when the summer went”:

‘T was later when the summer went

Than when the cricket came,

And yet we knew that gentle clock

Meant naught but going home.

The “t” sound in this example creates the consonance. Dickinson purposefully incorporates consonance into this poem to reflect her intention.

She wants to mimic the sound of the cricket and the sound of the clock. She does so, subtly, by including consonance.

Summary: What are Consonants?

Define consonant: the definition of consonant is *one of a class of speech sounds that are enunciated by constricting or closing one or more points of the breath channel. Examples include, c, d, n, p, etc.*

In summary, a consonant is a unit of sound (a letter) in English.

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Types of Preposition. A **preposition** is a word which expresses relationship of a noun or a pronoun to other words of the sentence. e.g. 'in, of, to, at, by, for, with, under, above, into, onto, upon, about, behind, beside, before, after, towards, inside, outside, below, around' are commonly used examples of **prepositions**

Preposition Exercises 1

Test your knowledge of the prepositions in / at / to / nothing - showing place and movement. Choose either in, at, to, or nothing and click on the arrow to see you have answered correctly.

1. He lives Zielona Gora.
2. She went home.
3. Piotrek works Gorzów Wlkp.
4. He went his friend's house.

5. She arrived Manchester for the celebrations.
6. I'm going to stay home this weekend.
7. Joanna works the hospital.
8. Why don't we go the movies tonight?
9. I'm going to see Hania France this summer.
10. I arrived work early this morning.
11. She came home early.
12. We stayed the Mieszko Hotel.
13. They visited England last summer.
14. She's going to travel Finland this summer.
15. I'll be school later today.

Preposition Exercises 2

Test your knowledge of the prepositions for / while / during. Choose either for, while or during and click on the arrow to see you have answered correctly.

1. He's been working three weeks.
2. I fell asleep the film.
3. Did you see Donata your holiday?
4. We talked an hour.
5. He watched TV I cooked.
6. our stay in London, we visited a lot of museums.
7. What did you do you were in London?
8. I think I need to study Polish a few months before I go there.
9. I came up with a great idea I was thinking about my class.
10. They drove through the countryside they were staying in France.
11. He was out of work six months before he found a new job.
12. I broke my finger I was playing squash.

13. Please, don't interrupt the teacher he is speaking.
14. Magda broke into tears the film.
15. Could you hold on a few moments?

Preposition Exercises 3

Test your knowledge of the prepositions in / at / on - showing time and date. Choose either in, at or on and click on the arrow to see you have answered correctly.

1. Let's meet seven o'clock.
2. He was born July.
3. I went there 1998.
4. She'll be at work Thursday.
5. We met Christmas day.
6. They drove to Barlinek September 15th.
7. We arrived in this country September.
8. I love to go shopping Christmas time.
9. We get up early the morning.
10. Do you dream night?
11. What do you like doing weekends?
12. He's working on his homework the moment.
13. I lived in Holland the 1990s.
14. I'll see you a few weeks.
15. We like going to the cinema Fridays.

Preposition Exercises 4

- 1 - She wasn't short, she wasn't tall; she was average height.
2 - What are you going to buy Hania her birthday?
3 - The police are looking a tall, black man who was seen standing outside the bank just before the robbery took place.

4 - The teacher asked the class to do the exercise the bottom of page 12.

5 - As a child I was always ashamed my parents because they were uneducated.

6 - I was always very good Geography when I was at school.

7 - My uncle specializes in .

8 - We arrived Gorzów at 3.30 in the morning.

9 - I didn't see you the party on Saturday.

10 - There was a lot of coughing the performance of Moniusko's 'Fairy Tale' symphony.

11 - He saw her as the most attractive woman the world.

12 - Simon is completely useless sports

Kinds of Prepositions

As we have learned, Prepositions are words that connect [nouns/pronouns/phrases](#). It's a bit tricky to explain the usage as it really has not many rules. But the wonders of logic will save this one. We will get into complete details of this part in our next chapter but let's get introduced to the different kinds in this chapter:

1. **Simple Prepositions:** Usually containing only two syllables, simple prepositions are words like for, by, at, out, in, of, off, through, till, up, to, with.
 - The whale dived *into* the water creating a massive splash.
 - I am *from* New Jersey.
 - Martha is here *till* her brother gets into college.
 - The moon does not shine *by* its own light.
 - My niece is suffering *from* flu.

- I am working hard *at* Geography.

2. **Compound Prepositions:** Compound prepositions are those prepositions that are made by prefixing the preposition to a noun, an [adjective](#) or an [adverb](#). Say for example, amongst, amidst, above, around, along, across, about, below, beneath, beside, between, beyond, outside, within, without.

Compound preposition: Prefix + noun/adjective/adverb

- The cat is jumping *around* the seat.
- *Amidst* all the confusion, Nancy stayed calm and saved the drowning kid.
- *Amongst* all the children, Cindy is the brightest in music.
- The car pulled *along* the driveway.
- There's a metro station *beneath* this ground.
- Our dog stayed *outside* our home in his kennel.
- The children ran *around* the bench.
- There is a friendly mouse *inside* my cupboard.
- Her beauty is *beyond* imagination.
- Once *upon* a time, there was a brave princess.

3. **Double Preposition:** When two prepositions are used together, they are called Double Prepositions. Sometimes a Compound Preposition is formed by joining two words, but unlike that, Double Prepositions are always two separate words.

Double Prepositions are formed by simple- two prepositions

- My son emerged *from behind* the curtains to scare me.
- *According to* the meteorology department, it is going to rain tonight.
- It is *up to* nature to replenish our renewable resources.
- Zeal is something that comes *from within* a person.

4. **Participle Preposition:** Verbs that act as a preposition. Usually, end in -ing and -ed.

Participle preposition are verbs in disguise

- *Barring* a few minor mistakes, the play went pretty good.
- Everyone, please keep quiet *during* the class.
- Our teacher sometimes gets *frustrated* with us.
- *Considering* my grandfather's age, we keep our travels less exhausting.
- Everyone attended the gala *including* the President himself.

5. **Phrase prepositions:** A Phrase preposition includes a preposition, an object and the object's modifier.

Phrase prepositions are – preposition + object + modifier

- My little brother collected my trophy *on behalf of* my sister.
- In spite of being the best soccer team, we didn't win.
- The show got canceled *because of* the sudden rain.
- *In course of* time, the wounds on my cat's paws healed.
- *In order to* avoid losses, he withdrew all money to mitigate the risk
- *By virtue of* the power vested upon the prince, he announced a peace treaty.

Kinds of Prepositions: According to Functionality

- **Prepositions of Time:** These prepositions denote time in the sentence. For example, look at the table below to get an idea of how prepositions of time are used. Please note that these are only 3 examples of prepositions of time. We will deep dive more into these and more separately:
- We are traveling abroad *in* the summertime.
- Why don't you come home *on* Sunday evening?

- The home-coming is *on* the 7th September.
- My mom gifted me a puppy *on* my birthday.
- We gathered in the assembly hall *at* 7 o' clock.

2. **Prepositions of Place:** These prepositions denote a place in the sentence. For example, look at the table below to get an idea of how prepositions of place are used. Please note that these are only 3 examples of prepositions of place. We will deep dive more into these and more separately:

Prepositions of time	Explanations	Example
In	<ul style="list-style-type: none"> – Used for inside 	<ul style="list-style-type: none"> – Martha is in the car. – Picasso is one of the most famous artists in the world.
On	<ul style="list-style-type: none"> – Placement of a particular thing attached to, or next to something – Something displayed on something 	<ul style="list-style-type: none"> – She will sing on stage tomorrow. – I will feature in a video on TV today. – There's a beautiful picture of my family on the wall. – I got on the bus for Goa from Mumbai.

At	– An exact place where something is situated	<ul style="list-style-type: none"> – She met me at the North main street. – We go to the sea coast every day to watch the sunrise at 5:30 am.
----	--	---

- There's a shoe rack *in* the lobby.
- There's a painting *on* the wall.
- There's a rod *at* the roof edge.
- There's a mouse *under* my chair.
- Let's get *under* the umbrella as it's starting to drizzle.
- There's a key-holder *behind* the door.

Note: Notice in the two tables above, the words are actually the same but the usage changes their meaning and hence the kind of preposition they make. We will understand this fully when we read about each of these functions individually further on.

3. Prepositions of Direction: These prepositions show the direction of something.

- She dived *into* the river.
- All students walked *towards* the assembly hall.
- *Past* the orchard, you will find my grandmother's house.

4. Prepositions of Agent: These prepositions act as an agent between a noun and usually a verb.

- Harry Potter was written *by* J.K Rowling.
- Some schools are accredited *by* CBSE board.
- She was hit *by* a car while she was going to school.

- Hanah graduated *with* an honors degree.

5. Prepositions of Instruments, devices or Machines: These prepositions connect instruments, machines or devices in the sentence.

- She came to the wedding party *by* train.
- I made a hole in the wall *with the help of* a drill for the waste-pipe.
- My brother opened the lock *with* a hairpin.

That wraps our chapter on Kinds of Prepositions. Amazingly, all these prepositions can be used in many situations in many ways. We will break it down further and see all these kinds in the upcoming chapters. Stay tuned to Toppr Guides.

Related Articles:

1. [Adjectives](#)
2. [Adverb](#)

Solved Question for You

Q: Select a suitable preposition to complete the sentence:
Stella is worthy _____ a prize.

- a. with
- b. for
- c. to
- d. of

Ans: The correct option is “D”

‘At’ is used to point out specific time or location.

‘Of’ is used for belonging to, relating to, or connected with.

‘To’ is used to indicate the place, person, or thing that someone or something moves toward, or the direction of something.

'For' is used to indicate the use of something.
Here belonging/connection of 'prize' and 'Stella' is mentioned.

Commonly confused prepositions

[Download PDF](#)

Among / between

The words **among** and **between** are often confused. They have very similar meanings, but they are not usually interchangeable.

Between is used to show position between two or more well-defined objects.

Mary sat **between** Peter and Alice.

The boy sat **between** his dad and mom.

Among shows position among an indefinite number of objects. It is not exactly clear how many people or things are there in the group.

I found an envelope **among** the papers on the table.

Beside / besides

Beside and **besides** have very different meanings. **Beside** shows position. It means next to.

She sat **beside** her husband. (= She sat next to her husband.)

Besides means 'in addition'.

Besides the violin, she can play the piano.

Besides eggs, we need some sugar.

I didn't talk to anybody else **besides Jane**.

Note

It is wrong to use **also** in the clause following **besides**.

Besides algebra, we learn physics and chemistry. (NOT **Besides algebra**, we also learn physics and chemistry.)

Around / about

Both **around** and **about** can be used to talk about position or movements that are not very clear or definite.

We wandered **around / about** the old town.

He hates doing odd jobs **about / around** the house.

Both **around** and **about** can mean approximately.

Around / about fifty people participated in the competition.

To show position or movement in a circle, we use **around** or **round**. **About** is not used with this meaning.

We sat **around** the dining table.

From / of

From indicates the origin of someone or something. **Of** indicates possession.

Susie hails **from** Belgium.

She is the daughter **of** a famous social activist.

An **accent** is a stress or emphasis on a particular part of something, usually a **word**. Pronounce the **word** "doofus" with the **accent** on the first syllable: DOO-fuss. **Accent** comes from the Latin *accentus*, which means "the intonation of singing."

Most teachers are unfamiliar with the role that pronunciation plays in orthography (the study of spelling rules). Key to proper pronunciation is the accent. The accent is the stress placed in varying degrees upon the vowel sounds in syllables. The primary accent refers to the vowel sound with the greatest "punch" or "stress." A good way to teach accents is to have students clap on the accented syllable and snap on the unaccented syllables. Teachers may choose to add on secondary accents; however, these have minimal influences on pronunciation and spelling. **rules. The Ten English Accent Rules are important to understand and apply to be able to correctly pronounce and spell English words.**

Accent Rule #1: Each word with two or more syllables has one syllable whose vowel is accented. For example, *for-get*. Accents are very important to spelling rules. *Accented* means that the sound of that vowel is stressed, or louder, than those in other syllables.

Accent Rule #2: A long word may have more than one accent. The vowel that is stressed more or most is called the *primary accent*. The primary accent is key to many of the spelling rules. A second accented vowel is called the *secondary* accent. For example, *cón-ver-sá-tion*. Very long words can have even more stressed vowel sounds, but only one primary accent.

Accent Rule #3: The primary accent is usually on the root before a double consonant. For example, *for-gét-ting*.

Accent Rule #4: Unaccented vowel sounds frequently have the soft /uh/ schwa sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound. For example, the *a* in *a-bout*.

Accent Rule #5: The primary accent is usually on the first syllable in two-syllable words. For example, *páy-ment*.

Accent Rule #6: The primary accent is usually on the second syllable of two-syllable words that have a prefix in the first syllable and a root in the second syllable. For example, *distract*.

Accent Rule #7: For two-syllable words that act as both nouns and verbs, the primary accent is usually on the prefix (first syllable) of the noun and on the root (second syllable) of the verb. For example, *pró-duce* as a noun; *pro-dúce* as a verb.

Accent Rule #8: The primary accent is usually on the first syllable in three-syllable words, if that syllable is a root. For example, *chár-ac-ter*.

Accent Rule #9: The primary accent is usually on the second syllable in three-syllable words that are formed by a prefix-root-suffix. For example, *in-vést-ment*.

Accent Rule #10: The primary accent is usually on the second syllable in four-syllable words. For example, *in-tél-li-gent*.

Stress shift: The tendency in some languages, including English, to avoid **stress** on adjacent syllables (called a **stress clash**) by moving one **stress** (usually the first) to another syllable.

if the main part of the sentence is negative, the **question tag** is positive. The **question tag** uses the same verb as the main part of the sentence. If this is an auxiliary verb ('have', 'be') then the **question tag** is made with the auxiliary verb.

DIRECTIONS for questions: Put a question tag on the end of these sentences.

1. There are a lot of people here, _____ ?
2. Let's go out tonight, _____ ?
3. This isn't very interesting, _____ ?
4. I'm too impatient, _____ ?
5. You wouldn't tell anyone, _____ ?
6. Listen, _____ ?
7. I shouldn't have lost my temper, _____ ?
8. Don't drop that vase, _____ ?
9. He'd never met her before, _____ ?

DIRECTIONS for questions: Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you.

10. You're with a friend outside a restaurant. You're looking at the prices, which are very high.

What do you say? (expensive) It _____

11. You've just come out of the cinema with a friend. You really enjoyed the film.
What do you say to your friend? (great) The film

12. You and a friend are listening to a woman singing. You like her voice very
much. What do you say to you friend? (a lovely voice) She

13. You are trying on a jacket. You look in the mirror and you don't like what you
see. What do you say to your friend? (not/ look/ very good) It

Grammar: Concept & Rules

14. Your friend's hair is much shorter than when you last met. What do you say to
her / him?

(have / your hair / cut) You _____

15. You and a friend are walking over a wooden bridge. It is very old and some
parts are broken. What do you say? (not / very safe) This bridge

DIRECTIONS for questions: In these situations you are asking for information
and asking people to do things. Make sentences like those in Section C.

16. You need a pen. Perhaps Jane has got one. Ask her _____

17. Jack is just going out. You want him to get you some stamps. Ask him.

Jack, you _____

18. You're looking for Ann. Perhaps Kate knows where she is. Ask her.

Kate, you _____

19. You need a bicycle pump. Perhaps Helen has got one. Ask her.

Helen, _____

20. You're looking for your keys. Perhaps Robin has seen them. Ask him.

Aren't there
Shall we
Is it
Aren't I
Would you
Will you
Should I
Will you
Had he
It's (very) expensive, isn't it?
The film was great, wasn't it?
She has / She has got / She's got a lovely voice, hasn't she? Or She has a lovely voice, do
It doesn't look very good, does it?
You've had your hair cut, haven't you?
This bridge isn't very safe, is it?
Jane, you haven't got a pen, have you?

	Jack, you couldn't get me some stamps, could you?
	Kate, you don't know where Ann is, do you? Or ... you haven't seen Ann, have you?
	Helen, you haven't got a bicycle pump, have you? Or ... you don't have a bicycle pump, do you?
	Robin, you haven't seen my keys, have you?

DIRECTIONS for the question 1 - 15: Choose an option, which can be substituted for a given word/sentence/phrase out of given options.

Question No. : 1

A person who thinks only of himself

- A. Egoist
- B. eccentric
- C. proud
- D. boaster

Answer & Explanation

Question No. : 2

Ram speaks less in the forum. Ram is

- A. unintelligible
- B. reticent
- C. garrulous
- D. banal

Answer & Explanation

Answer: Option B

Explanation:- Not open or communicative is reticent. A garrulous person is excessively talkative. A banal remark is devoid of freshness or originality.

Question No. : 3

Savitri travels by foot. She is a

- A. traveler
- B. stickler
- C. disciplinarian
- D. pedestrian

Answer & Explanation

Answer: Option D

Explanation:- Pedestrian means walker. Stickler means a person who insists on a certain quality or type of behavior.

Question No. : 4

In Magadha there was the government by a king or queen

- A. democratic
- B. monarchy
- C. plutocracy
- D. autocracy

Answer & Explanation

Answer: Option B

Explanation:- Monarchy means a country reigned over by a king, it can also be understood as hereditary autocracy. Plutocracy means a government or state in which the wealthy class rules. Autocracy means a form of government in which one person has complete power.

Question No. : 5

This is a practice of having several wives.

- A. polygamy
- B. dotage
- C. monogamy
- D. bigamy

Question No. : 6

A life history written by somebody else

- A. biography
- B. autobiography
- C. anthropology
- D. ornithology

Answer & Explanation

Answer: Option A

Explanation:- Biography is an account of the series of events making up a person's life. Autobiography is a book about your life that you write yourself. The scientific studies of birds are called ornithology. The study of human societies, customs and beliefs are called anthropology.

Question No. : 7

The act of murder of a human being.

- A. matricide
- B. patricide
- C. homicide
- D. suicide

Answer & Explanation

Answer: Option C

Explanation:- Homicide means the killing of a human being by another person.

The crime of killing your mother is termed as matricide. The crime of killing your father is called patricide.

Question No. : 8

Something that cannot be imitated.

- A. Inimitable
- B. inevitable
- C. duplicity
- D. inexplicable

Answer & Explanation

Answer: Option A

Explanation:- Incapable of being duplicated or imitated; unique is inimitable.

The word duplicity means dishonest behavior that is intended to trick someone.

Something that is impossible to explain is called inexplicable and something that is impossible to avoid or prevent is termed as inevitable.

Question No. : 9

Gayatri doesn't know how to read and write .Her friends call her ..

- A. Illiterate
- B. invulnerable
- C. blindfolded
- D. headstrong

Answer & Explanation

Answer: Option A

Explanation:- Someone who is illiterate cannot read or write. Being blindfolded means to impair the awareness or clear thinking of. Headstrong means

determined to do what you want even if other people warn you not to do it.
Invulnerable means impossible to defeat or harm.

Question No. : 10

Study of birds

- A. ornithology
- B. anthropology
- C. zoology
- D. numismatics

Answer & Explanation

Answer: Option A

Explanation:- Ornithology is the study of birds. The study and collection of coins and medals is called numismatics. Zoology is the scientific study of animals. Anthropology is study of human customs and beliefs.

Question No. : 11

A thing no longer in use

- A. redundant
- B. obsolete
- C. sick
- D. obnoxious

Answer & Explanation

Answer: Option B

Explanation:- Obsolete means out of date; unfashionable or outmoded.
Redundant means being in excess. Obnoxious means very rude or unpleasant.

Question No. : 12

Words written on the tomb of a person

- A. manuscript
- B. inscription
- C. Epitaph
- D. engrave

Answer & Explanation

Answer: Option C

Explanation:- An inscription on a tombstone in memory of the one buried is called as an epitaph. Manuscript is an old book written by hand. Inscription means a piece of writing written or cut on especially as a record of an achievement.

Question No. : 13

Rohit is greedy for money. His colleagues call him

- A. avaricious
- B. spendthrift
- C. splendid
- D. cynic

Answer & Explanation

Answer: Option A

Explanation:- Avaricious is immoderately desirous of wealth or gain; greedy. Spendthrift is a person who spends money or possessions extravagantly. Cynic is a person who thinks that people think only about themselves and are not sincere or honest. Splendid is big and pompous.

Question No. : 14

A person who insists on something

- A. Disciplinarian
- B. Stickler
- C. Instantaneous
- D. Boaster

Answer & Explanation

Answer: Option B

Explanation:- Stickler is someone who insists on something; "a stickler for promptness"

Question No. : 15

A person who hates women

- A. cruel
- B. misogynist
- C. misanthropist
- D. philanthropist

Answer & Explanation

Answer: Option B

Explanation:- One who hates women is misogynist. A hater of humankind is called misanthropist .A person who practices philanthropy is called philanthropist. Philanthropy means the belief that you should help people, especially by giving money to those who need it.

It can be tough to throw **synonyms, antonyms**, and homonyms into the mix when children are just learning to build up their vocabulary. ... **Antonyms** are words with opposite **meanings**. **Synonyms** are words with the same or

similar **meaning**. Homonyms are words that are spelled and pronounced the same but have different **meanings**.

Antonym Examples

Antonyms can be used to demonstrate contrast between two things or provide clues as to what is meant. Here is a list of antonyms for you to review:

Achieve – Fail	Giant - Dwarf	Random - Specific
Afraid – Confident	Gloomy - Cheerful	Rigid - Flexible
Ancient – Modern	Individual - Group	Shame - Honor
Arrive – Depart	Innocent - Guilty	Simple - Complicated
Arrogant – Humble	Knowledge - Ignorance	Single - Married
Attack – Defend	Liquid – Solid	Sunny - Cloudy
Blunt – Sharp	Marvelous - Terrible	Timid - Bold
Brave – Cowardly	Noisy – Quiet	Toward - Away
Cautious – Careless	Partial - Complete	Tragic - Comic
Complex – Simple	Passive - Active	Transparent - Opaque
Crazy – Sane	Permanent - Unstable	Triumph - Defeat
Crooked – Straight	Plentiful - Sparse	Union - Separation
Demand – Supply	Positive - Negative	Unique - Common
Destroy – Create	Powerful - Weak	Upset - Relaxed
Divide – Unite	Praise - Criticism	Urge - Deter

Drunk – Sober	Private - Public	Vacant - Occupied
Expand – Contract	Problem - Solution	Vague - Definite
Freeze – Boil	Professional - Amateur	Villain - Hero
Full - Empty	Profit – Loss	Wax - Wane
Generous - Stingy	Quality - Inferiority	Wealth - Poverty

For more types of antonyms, including graded antonyms, complementary antonyms, and relational antonyms, feel free to enjoy [Examples of Antonyms](#).

Synonym Examples

Synonyms provide variety in our speech or writing. And, since there are endless arrays of synonyms, it's possible to avoid over-usage and repetition. Let's take a look at some examples of synonyms:

Amazing: astounding, surprising, stunning	Fertile, fruitful, abundant, productive	Polite: courteous, cordial, gracious
Annihilation: destruction, carnage, extinction	Gargantuan: colossal, mammoth, tremendous	Portion: piece, part, segment
Benefit: profit, revenue, yield	Hungry: empty, ravenous, starved	Risky: dangerous, perilous, treacherous
Brave: courageous, valiant, heroic	Injured: damaged, wounded, harmed	Sleepy: drowsy, listless, sluggish
Cohesive: united, connected, close-knit	Intelligent: brilliant, clever, smart	Senseless: absurd, illogical, unreasonable
Cunning: keen, sharp, slick	Kindle: ignite, inflame, burn	Tumultuous: hectic, raucous, turbulent
Destitute: poor, bankrupt,	Loyal: faithful, ardent,	Vacant: empty,

impoverished	devoted	deserted, uninhabited
Deterioration: pollution, defilement, adulteration	Old: elderly, aged, senior	Veracity: authenticity, credibility, truthfulness
Enormous: huge, gigantic, massive	Organization: association, institution, management	Wet: damp, moist, soggy
Feisty: excitable, fiery, lively	Partner: associate, colleague, companion	Young: budding, fledgling, tenderfoot

Test your knowledge with some added Examples of Synonyms.

Homonym Examples

Homonyms are words that have the same spelling and pronunciation but different meanings. Here are some common homonym examples:

- **Atmosphere** - the gases surrounding the earth / the mood of a situation
- **Bail** - to clear out water / to release a prisoner
- **Band** - a ring, sometimes symbolizing eternity / a musical group
- **Beat** - to overcome something / to feel exhausted
- **Capital** - the chief city of a state / a crime punishable by death
- **Cleave** - to split or sever / to adhere to
- **Dive** - to go down quickly / an unpleasant place
- **Employ** - to put into use / to hire someone for a job
- **File** - to store computer data / to make a formal request
- **Fine** - being of high quality / sum of money used as a penalty
- **Grave** - something very serious / a place to bury the dead
- **Hide** - to keep something secret / the skin of an animal
- **Iron** - to press or smooth / silvery-gray metal
- **Jade** - a hard, green stone / a hardened or bad-tempered woman
- **Lark** - a small bird / something done for fun
- **Objective** - not being influenced by prejudice / the lens of a microscope or camera
- **Plaque** - an ornamental plate or slab that commemorates a person or event / a deposit on teeth prone to bacteria
- **Refrain** - to stop oneself from doing something / a repeated line in music or poetry
- **Reticule** - at a distance or disconnected / an unlikely possibility
- **Tender** - sensitive or painful to the touch / soft food i.e. a chicken tender

Homonyms are not to be confused with homographs - words that are spelled the same but have different pronunciation and meanings - or homophones - words that are pronounced the same but have different spellings and meanings.



**ATME College of Engineering, Bannur Road
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SUBJECT: TECHNICAL ENGLISH-I

SUBJECT CODE: 18EGH18

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MODULE-IV

Speaking Skills

Syllables have internal **structure**: they can be divided into parts. The parts are onset and rhyme; within the rhyme we find the nucleus and coda. Not all **syllables** have all parts; the **smallest possible syllable** contains a nucleus only. A **syllable** may or may not have an onset and a coda.

Syllables & Syllable structure

The syllable is a constant feature in every spoken language in the world and most people have an intuitive sense of what a syllable is. Each language has its own rules about what kinds of syllables are allowed, and what kinds aren't - but the general structure is the same everywhere.

A syllable can have as many as three parts: **onset**, **nucleus**, and **coda**. The onset and the coda are consonants, or consonant clusters, that appear at the beginning and the end of the syllable respectively. The nucleus forms the core of the syllable; it is most often a vowel, or a combination of vowels - but there are exceptions to that.

In the word “cat” for example, [c] is the syllable onset, [a] is the nucleus, and [t] the coda. A syllable does not necessarily have to have an onset or a coda - depending on the language - but a nucleus is always present. If a coda is present in a syllable, the nucleus and the coda form a single unit called a **rhyme**; otherwise the nucleus makes up the rhyme by itself. Looking at “cat” again, [at] forms the rhyme.

Even in English, syllable nuclei are not restricted to vowels. For example, in the monosyllabic word, “hmm”, the syllable nucleus is the nasal consonant [m̩]. The small dot underneath the character m̩ indicates that the sound represented is a **syllabic consonant**, which is any consonant that forms a syllable nucleus. Vowels are not marked with the same diacritic because they are always considered to be syllabic.

Strong Forms and Weak Forms

- auxiliary verbs am, are, be, been, can, could, do, does, has, had, shall, should, was, were, would,
- prepositions at, for, from, of, to,
- pronouns he, her, him, his, me, she, them, us, we, you,
- conjunctions for, and, but, or, than, that,
- particles to,
- articles a, the, an,

Prefixes and Suffixes. Prefixes. A **prefix** is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the **prefix** “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

For example

- ab – means away from, e.g., absent.
- ante – means before, e.g., antenatal.
- anti – means opposite or against, e.g., anti-clockwise.
- auto – means self, e.g., autobiography.
- bi – means two or twice, e.g., bicycle.
- bio – means life, e.g., biology.
- circum – means around, e.g., circumference.
- co – means together, e.g., collaborate.
- de – means down or away, e.g., decrease.
- dis – means not or apart, e.g., disappoint.

em/en – means take in, e.g., embrace/engage.
ex – means previous or out, e.g., exterior.
extra – means beyond, e.g., extraordinary.
hyper – means over or beyond, e.g., hyperactive.
in/im/ir/il – means not, e.g., indelible, immovable, irrelevant, illogical.
mal – means bad, e.g., malfunction.
mis – means not, badly or incorrect, e.g., miscommunication.
mono – means one, e.g., monorail.
non – means not, e.g., non-smoker.
poly – means many, e.g., polygamist.
post – means after, e.g., postpone.
pre – means before, e.g., precede.
pro – means for/in favour of, e.g., pro-life.
re – means again, e.g., rewind.

SUFFIXES

-ology – means the science of, e.g., geology.
-ship – means position of, e.g., friendship.
-wards – means direction of, e.g., skywards.
When a suffix is used or changed, it can change the part of speech of the word.

For example

A suffix is something that is put after the word which changes its meaning or makes a new word. It is placed at the end of the word. If you can understand the meaning of the suffix, you can often work out the meaning of the word.

For example

-able – means able to be, e.g., comfortable.
-ful – means full of, e.g., beautiful.
-hood – means the state of, e.g., motherhood.
-ish – means like, e.g., childish.
-less – means without, e.g., penniless.

Suffixes used to form nouns:

-age – courage
-ance – brilliance
-ence – obedience
-ary – dictionary
-ery – flattery
-ury – injury
-dom – kingdom

-ism – racism
-ist – strategist
-ity – charity
-ment – enjoyment
-our – humor
-sion – decision
-ssion – permission
-tion – punctuation
-ture – furniture

Suffixes used to form adjectives:

-al – vocal
-ial – partial
-ary – imaginary
-ed – deflated
-en – wooden
-ic – heroic
-ing – charming
-ly – friendly
-ous – courteous
-y – dusty

Suffixes used to form verbs:

-ate – simulate
-ed – simulated
-en – shorten

An **abbreviation** is a shortened way to write a word. ... A **contraction** is a shortened form of a set of words. The apostrophe in **contractions** stands for missing letters.

100 Most Often Misspelled Words in English

Ready to explore the 100 most often misspelled words in English? Hint: "misspell" is one of them. Below, you'll find a one-stop cure for all your spelling ills.

Each word is paired with a mnemonic pill and, if you swallow it, it'll help you to remember how to spell these tricky words. Once you master the [orthography](#) of the words on this page, you'll spend less time searching through the dictionary. Let's dive right in.

A

- [acceptable](#) - Several words made the list because of the [suffix](#) pronounced -êbl but sometimes spelled -ible, sometimes -able. Just remember to accept any table offered to you and you will spell this word OK.
- [accidentally](#) - If an -ly adverb comes from an -al adjective ("accidental" in this case), the -al has to be in the spelling. No publican, then publicly. See? And don't forget to double the C.
- [accommodate](#) - Remember, this word is large enough to accommodate both a double C AND a double M.
- [acquire](#) - This word is rooted in the prefix ad- but remember this trick: D converts to C before Q.
- [acquit](#) - Acquit follows the D to C before Q rule, too!
- a lot - Two words! Hopefully, you won't have to [allot](#) a lot of time on this problem.
- [amateur](#) - Amateurs need not be mature: this word ends on the French suffix -eur (the equivalent of English -er).
- [apparent](#) - It's apparent that you must pay the rent, so remember this word always has the rent. Double the P, not the R.
- [argument](#) - Let's not argue about the loss of this verb's silent [e] before the suffix -ment.
- [atheist](#) - Lord help you remember that this word comprises the prefix a- (not) + the (god) + -ist (one who believes).

B

- [believe](#) - You must believe that I usually comes before E except after C. (Actually, the "[i-before-e](#)" rule has more exceptions than words it applies to!)
- [bellwether](#) - Nothing to do with the weather. A wether is a gelded ram, chosen to lead the herd (thus his bell) due to the likelihood that he will always remain ahead of the ewes.

C

- [calendar](#) - This word has one E sandwiched between two As. The last vowel is A.
- [category](#) - This word is not in a category with "catastrophe" even if it sounds like it: the middle vowel is E.
- [cemetery](#) - Don't let this one bury you: it ends in -ery with nary an -ary in it. You already know it starts on C.
- [changeable](#) - The verb "change" keeps its E here to indicate that the G is soft, not hard.
- [collectible](#) - Another -ible word that you just have to remember.
- [column](#) - A silent final N is not uncommon in English, especially after M.
- [committed](#) - If you're committed to correct spelling, you'll remember that this word doubles the final T from "commit."
- [conscience](#) - Don't let misspelling this word weigh on your conscience: CH sound spelled as SC is unusual but legitimate.
- [conscientious](#) - Work on your spelling conscientiously and remember this word has the CH sound spelled two different ways: SC and TI. English spelling, huh!
- [conscious](#) - Try to be conscious of the SC [CH] sound and all the vowels in this word's ending and i-o-u a note of congratulations.
- [consensus](#) - The census does not require a consensus, since they are not related.

D

- [daiquiri](#) - Don't make yourself another daiquiri until you learn how to spell this funny word - the name of a Cuban village.
- [definitely](#) - This word carries a silent E everywhere it goes.
- [discipline](#) - A little discipline in remembering both the S and the C will get you to the correct spelling of this one.
- [drunkenness](#) - You would be surprised how many sober people omit one of the Ns in drunkenness.
- [dumbbell](#) - Even smart people forget one of the Bs in this one.

E

- [embarrassment](#) - This one won't embarrass you if you remember it's large enough for a double R AND a double S.
- [equipment](#) - This word is misspelled "equiptment" a lot. Google it!
- [exhilarate](#) - Remembering the silent H when you spell this word will lift your spirits and if you remember both As, it will be exhilarating!
- [exceed](#) - Think of the speed limit you shouldn't exceed to remember it's -ceed, not -cede.
- [existence](#) - You won't find it spelled with an A after the T anywhere in existence.
- [experience](#) - Don't experience the same problem many have with "existence." Remember, it's -ence!

F

- [fiery](#) - The silent E on fire is cowardly: it retreats inside the word rather than face the suffix -y.
- [foreign](#) - Here's one of several words that violate the i-before-e rule. (See "believe" above.)

G

- [gauge](#) - To learn to gauge the positioning of the A and U in this word remember they're in alphabetical order.

- [grateful](#) - Keeping "great" out of "grateful" is great.
- [guarantee](#) - This word isn't spelled like "warranty," even though they're [synonyms](#).

H

- [harass](#) - This word is too small for two sets of double letters, just double the S on the end.
- [height](#) - English reaches the height (not heighth!) of absurdity when it spells "height" and "width" so differently.
- [hierarchy](#) - The i-before-e rule works fine here, so what's the problem?
- [humorous](#) - The R is so weak here, it needs an O on both sides to hold it up.

I

- [ignorance](#) - Don't show your ignorance by spelling this word with -ence!
- [immediate](#) - The immediate thing to remember is that this word uses the prefix in- (not), where the N becomes an M before M (or B or P).
- [independent](#) - Please be independent but not in your spelling of this word. It ends on -ent.
- [indispensable](#) - Knowing this word ends on -able is indispensable to good writing.
- [inoculate](#) - This one sounds like a shot in the eye. One N in the eye is enough.
- [intelligence](#) - Using two Ls in this word and ending it on -ence rather than -ance are marks of . . . you guessed it.
- [its/it's](#) - The apostrophe marks a contraction of "it is." Something that belongs to "it" is "its."

J

- [jewelry](#) - It's made by a jeweler but the last E flees the scene like a jewel thief.
- [judgment](#) - Traditionally, the word has been spelled judgment in all forms of the English language. However, the spelling "judgment" largely replaced judgment in Britain in non-legal contexts. In the context of the law, however, judgment is still preferred.

K

- [kernel](#) - There is more than a kernel of truth in the claim that all the vowels in this word are Es.

L

- [leisure](#) - Yet another violator of the i-before-e rule.
- [liaison](#) - Another French word throwing us an orthographical curve: a second I after the A and an S that sounds like a Z.
- [library](#) - It may be as enjoyable as a berry patch but that isn't the way it's spelled. That first R should be pronounced.
- [license](#) - Where does English get license to use both its letters for the S sound in one word?

M

- [maintenance](#) - The main tenants of this word are "main" and "tenance" even though it comes from the verb "maintain."
- [maneuver](#) - Man, the price paid for borrowing from French is high. This one goes back to French main + oeuvre "hand-work," a spelling better retained by the British in "man oeuvre."
- [medieval](#) - The medieval orthography of English even lays traps for you: everything about the Middle Ages is Medieval or, as the British would write, mediaeval.
- [memento](#) - You might wonder why something that reminds you of a moment is spelled "memento?" Well, it's from the Latin for "remember."

- [millennium](#) - This word is large enough to hold two sets of double consonants, double L and double N.
- [miniature](#) - Since that A is seldom pronounced, it's seldom included in the spelling. But remember this one is a "mini ature."
- [minuscule](#) - Since something minuscule is smaller than a miniature, it's a minus, not a mini. See?
- [mischievous](#) - This mischievous word holds two traps: an I before the E, and an -ous not -us (or even -ious) ending.
- [misspell](#) - What is more embarrassing than to misspell the name of the problem? Just remember that it is mis + spell.

N

- [neighbor](#) - The word "neighbor" invokes the silent "gh" as well as the "ei" sounded as "a" rule. This is fraught with error potential.
- [noticeable](#) - The E is noticeably retained in this word to indicate the C is soft, (pronounced like S). Without the E, it would be hard (pronounced like K), as in "applicable."

O

- [occasionally](#) - Writers occasionally tire of doubling so many consonants and choose to omit one, usually one of the Ls. Don't do that.
- [occurrence](#) - Remember not only the occurrence of double consonants in this word, but also the suffix -ence, not -ance.

P

- [pastime](#) - Since a pastime is something you do to pass the time, you would expect a double S here. Sadly, the second S slipped through the cracks of English orthography long ago.
- [perseverance](#) - All it takes is perseverance and you can be a perfect speller. The suffix is -ance, ruining an almost perfect run of Es.
- [personnel](#) - It's not personal that personnel has two Ns, one L, it's business.

- [playwright](#) - Since playwrights write plays, they should be "play-writes," right? Wrong. In Old English a play writer was called a "play worker" and "wright" is from an old form of "work."
- [possession](#) - Possession possesses more Ss than a hissing snake.
- [precede](#) - What follows, succeeds, so what goes before should, what? Nothing confuses English spelling more than common sense. We "succeed" but "precede" (from the Latin words pre + cedere meaning to go before).
- [principal](#) - The spelling principle to remember here is that the school principal is a prince and a pal.
- [privilege](#) - According to the pronunciation of this word, that middle vowel could be anything. Remember: two Is and two Es in that order.
- [pronunciation](#) - Nouns often differ from the verbs they're derived from. This is one of those. In this case, as the second O has been dropped from pronounce, the pronunciation is different, too, an important clue.
- [publicly](#) - Let's publicly declare the rule (again): if the adverb comes from an adjective ending in -al, include that ending in the adverb. If not, as in here, you don't.

Q

- [questionnaire](#) - The French doing it to us again. Don't question it, just double up on the Ns and don't forget the silent E on the end.

R

- [receipt](#) - Surely, you've received the message by now: I before E except after . . .
- [recommend](#) - Think of this word as the equivalent of commending: re + commend. That would be recommendable.
- [referred](#) - Final consonants are often doubled before suffixes (remit, remitted). However, this rule applies to accented syllables ending on L and R, e.g. "rebelled" or "referred" and not containing a [diphthong](#), e.g. "prevailed."

- [reference](#) - Refer to the aforementioned word and remember to add -ence to the end of the noun.
- [relevant](#) - The relevant factor here is that the word is not "relevant," "revelent," or even "relevat." It's all about L before V and the suffix -ant.
- [rhyme](#) - Actually, "rime" was the correct spelling until 1650. After that, people began spelling it like "rhythm."
- [rhythm](#) - This one was borrowed from Greek (and conveniently never returned) so it's spelled the way we spell words borrowed from Greek and never returned.
- [schedule](#) - If perfecting your spelling is on your schedule, remember the SK sound is spelled as in "school."
- [separate](#) - How do you separate the Es from the As in this word? Simple: the Es surround the As.
- [sergeant](#) - The A needed in the first syllable of this word has been marched to the back of the line. Remember that, and the fact that E is used in both syllables, and you can write your sergeant without fear of misspelling his rank.
- [supersede](#) - This word supersedes all others in perversity. This is the only English word based on this stem -sede. **S**upersede combines the Latin words super + sedere meaning to sit above.

T

- [their/they're/there](#) - They're all pronounced the same but their spelling is different. "Their" is possessive. "They're" is the contraction of "they are." Everywhere else it's "there."
- [threshold](#) - This one can push you over the threshold. It looks like a compound of thresh + hold but it isn't. Two Hs in the word are enough.
- [twelfth](#) - Even if you omit the F in your pronunciation of this word (which you shouldn't), it's retained in the spelling.

- [tyranny](#) - If you are still resisting the tyranny of English orthography at this point, you must face the problem of the Y inside this word. The guy is a "tyrant" and his problem is "tyranny." (Don't forget to double up on the Ns, too.)

U

- [until](#) - We will never stop harping on this until it's spelled with an extra L for the last time!

V

- [vacuum](#) - You just have to remember to spell this word with two Us, unlike "volume."

WXYZ

- [weather](#) - Whether you like the weather or not, you have to have the A after the E when you spell it.
- [weird](#) - This word is an exception to the rule about I before E except after...? So, rules can be broken! That's weird!
- In phonology, **minimal pairs** are **pairs of words** or phrases in a particular language, spoken or signed, that differ in only one phonological element, such as a phoneme, toneme or chroneme, and have distinct meanings.
 - Here is a minimal pairs list and examples to help listening comprehension, pronunciation practice and countless other skills.
 - **/R/ vs /L/ Minimal Pairs Examples**
 - Grammar / Glamour
 - Royal / Loyal
 - Arrive / Alive
 - Ramp / Lamp
 - Bowling / Boring
 - Belly / Berry
 - Rock / Lock
 - Light / Right
 - Grow / Glow
 - Collect / Correct
 - Climb / Crime
 - Rag / Lag
 - Link / Rink

Gloom / Groom

Lice / Rice

Root / Loot

Elect / Erect

Cloud / Crowd

Lack / Rack

Ram / Lamb

- **/S/ vs /TH/ Minimal Pairs List**

- Sick / Thick

Mouth / Mouse

Sigh / Thigh

Song / Thong

Pass / Path

Sink / Think

Force / Fourth

- Math / Mass

Thumb / Sum

Saw / Thaw

Myth / Miss

Thing / Sing

That / Sat

- **/F/ vs /V/ Minimal Pairs List**

- Fast / Vast

Fender / Vendor

Fan / Van

Refuse / Reviews

Foul / Vowel

- Fairy / Very

Phase / Vase

Vine / Fine

Save / Safe

- **Minimal Pairs and Pronunciation Practice**

- Because some of these sounds don't exist in students native language, minimal pairs can go into uncharted territories.

Sequence of tenses of the indicative]

The verb of the main clause is in the present tense

Main clause	Subordinate clause	Temporal relationship
--------------------	---------------------------	------------------------------

Luisa sa (<u>present</u>)	che ieri sono andato a Roma (<u>present perfect</u>)	<i>Anteriority</i>
	che adesso vado a Roma (<u>present</u>)	<i>Contemporaneity</i>
	che domani andrò a Roma (<u>simple future</u>)	<i>Posteriority</i>

The verb of the main clause is a past tense[

If the verb of the main clause is in the past (simple past, imperfect, or past perfect), the verbal forms of the subordinate clause refer to the moment indicated in the main clause and adapt accordingly. The present in the subordinate clause will transform to imperfect, the past will become past perfect, etc.:

Main clause	Subordinate clause	Temporal relationship
Luisa sapeva (<u>imperfect</u>)	che ero andato a Roma (<u>past perfect</u>)	<i>Anteriority</i>
	che andavo a Roma (<u>imperfect</u>)	<i>Contemporaneity</i>
	che sarei andato a Roma (<u>conditional perfect</u>)	<i>Posteriority</i>

Sequence of tenses of the subjunctive[

Despite of the use of the subjunctive, the verbal tenses follow rules similar to the ones of the Indicative mood. The Present Indicative of the subordinate clause will be substituted with the subjunctive present; similarly, the present perfect will be substituted with its correspondent form, that of the past subjunctive and the Past perfect tense with the subjunctive past perfect.

The verb of the main clause is in the present tense[*edit*]

Main clause	Subordinate clause	Temporal
-------------	--------------------	----------

		relationship
Luisa pensa (<u>present</u>)	che io sia andato a Roma (<u>past subjunctive</u>)	<i>Anteriority</i>
	che io vada a Roma (<u>present subjunctive</u>)	<i>Contemporaneity</i>
	che andrò a Roma (<u>simple future</u>)	<i>Posteriority</i>

The verb of the main clause is a past tense [\[edit\]](#)

If the verb of the main clause is in the past tense, the verbal forms of the subordinate will be adapted to that of the main clause:

Main clause	Subordinate clause	Temporal relationship
Luisa pensava (<u>imperfect</u>)	che fossi andato a Roma (<u>past perfect subjunctive</u>)	<i>Anteriority</i>
	che andassi a Roma (<u>subjunctive imperfect</u>)	<i>Contemporaneity</i>
	che sarei andato ^[citation needed] a Roma (<u>past conditional</u>)	<i>Posteriority</i>

English grammar worksheets

1. She _____ the railway station before the train came.

- a) Had reached
- b) has reached

- c) reached
- d) was reached

2. His uncle does not _____ here.

- a) Live
- b) lives
- c) living
- d) lived

3. Peter _____ editing this magazine for twenty five years by next January.

- a) Will be
- b) will have been
- c) is
- d) would be

4. Peter _____ two wickets before rain interrupted play.

- a) Took
- b) has taken
- c) had taken
- d) had took

5. I _____ him twice before he left for New York.

- a) Saw
- b) have seen
- c) had seen
- d) seen

6. Edison _____ newspapers before he became a famous inventor.

- a) Sold
- b) had sold

- c) was selling
- d) had been selling

7. In my youth I _____ exercise every day.

- a) Had taken
- b) took
- c) was taking
- d) had been taking

8. She _____ for Delhi this evening.

- a) is leaving
- b) was leaving
- c) have been leaving
- d) had left

9. Heat _____ bodies.

- a) Expanded
- b) would expand
- c) expands
- d) is expanding

10. We _____ living here since 1990.

- a) Were
- b) are
- c) have been
- d) had been

11. We _____ here for ten years now.

- a) Lived
- b) have lived
- c) had lived
- d) were living

12. Did you _____ him?

- a) Seen
- b) see
- c) saw
- d) were seeing

13. Nobody will ever _____ what happened to her.

- a) Know
- b) knew
- c) had known
- d) be knowing

14. I could _____ her if I wanted to.

- a) Have married
- b) marry
- c) married
- d) be marrying

15. Does she _____ what she is doing?

- a) Knows
- b) know
- c) knew
- d) had known

16. When I visited him he _____ bed-ridden for two months.

- a) Was
- b) has been
- c) had been
- d) were

17. I _____ school last year.

- a) Left
- b) had left

- c) leaved
- d) was leaving

18. There _____ a famine in Bengal in 1982.

- a) Was
- b) has been
- c) were
- d) had been

19. Akbar _____ the Moghul power paramount in India.

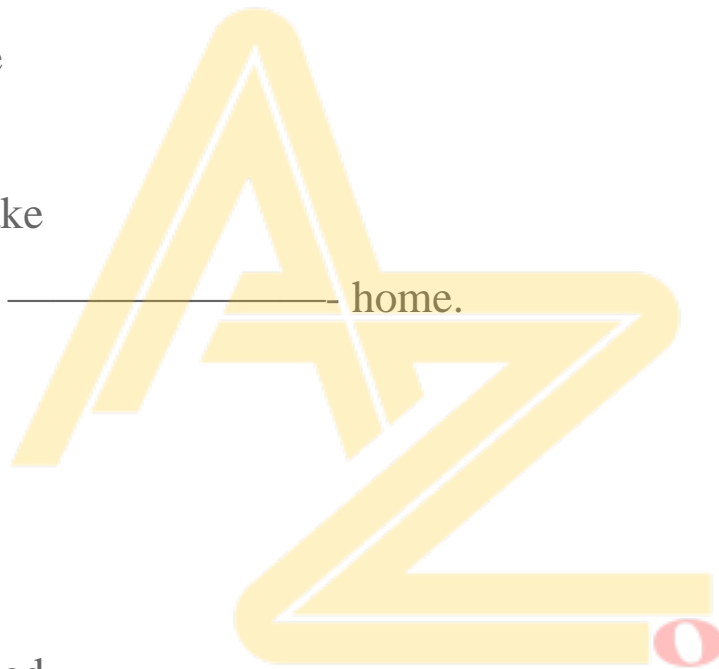
- a) Had made
- b) has made
- c) made
- d) would make

20. John has _____ home.

- a) Went
- b) go
- c) gone
- d) going

Answer

1. Had reached
2. Live
3. Will have been
4. Had taken
5. Had seen
6. Sold (used to sell)
7. Took (used to take)
8. Is leaving
9. expands
10. Have been
11. Have lived
12. See



13. Know
14. Have married
15. Know
16. Had been
17. Left
18. Was
19. Made
20. Gone



**ATME College of Engineering, Bannur Road
Mysore**

SUBJECT: TECHNICAL ENGLISH-I

SUBJECT CODE: 18EGH18

By: R.Bharathi (Lecturer)

MODULE-V

An **extempore speech** is an **impromptu speech** which the candidate is required to make on a topic given there and then. In some instances, the panel provides the candidate with about a minute or so to organize his/her thoughts before **speaking**

What is the difference between a public speech and an extempore speech?

Public only refers to the place. If I give a speech in front of a speech class, though public is probably not considered public. Think of a campaign speech as public. Any sort of speech may be extempore. That only means that the speaker has not previously prepared. I will use President Trump as an example because you can see and hear the difference. When Trump is giving an official speech, it is prepared and on a teleprompter usually. He speaks with less expression and body language. It is almost boring. When he just lets loose at a rally, you see him much more animated and excited. But both are public speeches so not a difference.

1 Introduction A method of finding the mother tongue adds flexibility to a Text Independent Automatic Speaker Recognition (ASR) system [1] [2]. A possible implementation of this task can be an estimation of the influence of speaker's native language (L1) on a foreign Language (L2). In general, multilingual speakers do not acquire a second language (L2) thoroughly and speech by a particular group of non-native speakers has a distinct 'foreign accent', since they resort to similar type of pronunciation errors. Speaker nativeness or ethnicity can be identified by studying the acoustic and prosodic aspects that remain native like or become most prominent during a discourse [3]. It is observed that nonnative speakers inadvertently carry phonemic details from L1 to L2. Studies indicate that Phonetic correlates of accent in Indian English are found in Indian languages [4]. The application areas of mother tongue identification ranges from Intelligence to adaptation in ASR and Automatic Speaker Verification System (ASV), which may require compensation for accent mismatch [5]. A user friendly ASV system for establishing speaker nativeness by establishing the Mother Tongue Influence (MTI) is attempted in this work. For text-independent nativity recognition, it is possible to create models, which captures the sequential statistics of more basic units in each of the languages. For example, the phonemes or broad categories of phonemes. Modeling approaches can be on the lines of two well-known tasks: Language Identification (LID) and Automatic Speaker Verification/Identification [6]. Some of the successful approaches in this direction include LID using MFCC for Text Independent speaker recognition in multilingual environment and Regional and Ethnic group recognition using telephone speech in Birmingham. Indian languages are among the less researched languages. ASR Systems are not yet launched into the Indian market at full level. In most of the Indian states, at least two languages are spoken apart from the local official language. This includes English, and a language of the neighboring province. Popular languages from three South Indian states which are Telugu (ISO 639-3 tel), Tamil (ISO 639-3 tam), and Kannada (ISO 639-3 kan) are chosen for this study. Previous work on 63 Nativity identification involved in using both native and non-native acoustic phone models where mapping of phone set from non-native to native language were investigated [4]. In

present work, detection of L1 has been attempted by estimating Mother Tongue Influence (MTI) on L2. Language models based on GMM technique were built for each language with a total duration of around 60 minutes per language. The procedure detailed in [7] is followed for this purpose. These models represent the vocal tract at the instance of articulation and will be able to distinguish phonetic features. This can help to identify the speaker's mother tongue which in turn gives the origin of the speaker. A series of experiments are conducted to prove the above approach. Test utterances used were English utterances from Speakers, belonging to the three South Indian regions with above languages as mother tongue. The results for establishing the nativity are promising. The organization of the paper is as follows: In Section 2, Corpus collection is described. The Modeling techniques employed in our experiments are given in Section 3. Results and discussion are contained in Section 4. Finally, Conclusion and scope for future work is given in Section 5.

2 Corpus Description

The speech corpus is collected based on the availability of native speakers of the particular language. Building up of the home grown corpus is described below. The speakers are separated into two groups: training and testing set. Speech samples are collected from native Speakers belonging to the states of Andhra Pradesh, Tamil Nadu or Karnataka whose mother tongue are respectively Telugu [TEL], Tamil [TAM] or Kannada [KAN]. This constituted the training set. The speakers are so chosen that they are not from places bordering other states. This ensures that dialectal variation is avoided in the training set. A total of 3600 seconds of speech corpus is developed for each of the three languages. The details are given in Tables 1 and 2. Recording is carried out with text material from general topics related to Personality development and with the speakers under unstressed conditions. A different subsets of speakers who are capable of speaking English in addition to the above mentioned mother tongues are chosen as the testing set. Thus the testing database consisted of English utterance of the speakers with one of the three languages Telugu, Tamil or Kannada as mother tongue. It is ensured that Gender weight ages are almost equally distributed in both the training and testing sets. The test utterances, which are English samples, are recorded under similar conditions as training speech samples. The details of speakers of test set are detailed in

Section 4. Each of the test sample is recorded for a duration of 90 Seconds. These details are shown in following Table 3 Table 1: Distribution of Training Set Table 2: Speaker Proficiency in other languages Table 3: Distribution of Testing Set 3. Experiments 3.1 System building: According to [6], Language identification is related to speaker-independent speech recognition and speaker identification. It is practically easy to train phoneme models than training models of entire language. Though they are found to outperform those based on stochastic models, the phonemic approach has the following drawback. It needs phonemically labeled data in each of the target languages for use during the training. The difference among languages, apart Language TEL TAM KAN No. of speakers M 5 3 4 F 4 3 4 No. of minutes M 30 35 25 F 30 25 35 Language Male Female TEL HINDI NIL TAM NIL ENGLISH KAN HINDI, ENGLISH Language TEL TAM KAN No. of speakers M 7 7 4 F 7 5 8 No. of Seconds M 30-90 30-90 30-90 F 30-90 30-90 64 from their prosody lies in their short-term acoustic characteristics. Indian languages share many phones among themselves. Since there are many variants of the same phoneme, we need to consider the acoustic similarities of these phones. Combination of phonetic and acoustic similarities can decide a particular mother tongue [3]. For text independent language recognition, it is generally not feasible to construct word models in each of the target languages [8]. So, models based on the sequential statistics of fundamental units in each of the languages are employed. Text independent recognizers use Gaussian mixture models (GMMs) to model the language dependent information. The modeling technique deciding the acoustic vectors should be multimodal, to represent the pronunciation variations of the similar phonemes in various languages. The language model used in this particular study is a GMM model of Mel Frequency Cepstral Coefficients MFCCs [9]. Following block diagram (Fig. 1) illustrates the implementation of above steps in the frame work of a Speaker Recognition system. The system is an acoustic information based LID system for which the proposed Foreign Accent Identification system is a special case. Figure 1: Speaker Recognition system for nativity identification 3.2 Spectral features for Language Identification: Present day Speaker recognition systems rely on low-level acoustic information [10]. Studies indicate that a cohesive representation of the acoustic signal is possible by using a set of mel frequency cepstral coefficients (MFCCs) which emulate the functioning of human perception. MFCCs are cepstral domain representation of the production system. MFCCs are 13 dimensional vectors which help in several speech engineering applications. The speech signal is converted into a set of perceptual coefficients represented by a 13 dimensional MFCC feature vector. After collecting the multilingual speech set, acoustic model parameters are estimated from the training data in each language. The extraction and selection of the parametric representation of acoustic signals is critical in developing any speaker recognition system. Cepstral features capture the underlying acoustic

characteristics of the signal. They characterize not only the vocal tract of a Speaker but also the prevailing characteristics of the vocal tract system of a phoneme. In conclusion, MFCCs provide information about the phonetic content of the language. Hence, we used MFCC coefficients as feature vectors to model the phonetic information.

3.3 Experiments based on stochastic models:

GMMs are famous classification technique which helps to cluster the input data into a predetermined specification about clusters. GMMs are a supervised technique which is efficient in classifying multi-dimensional data. The main purpose of using the Gaussian mixture models (GMM) in pattern recognition stage is because of its computational efficiency. Moreover, the model is well understood, and is most suitable for text independent applications. It is robust against the temporal variations of the speech, and can model distribution of acoustic variations from a speech sample [7][9]. The GMM technique lies midway between a parametric and non-parametric density model. Similar to a parametric model it has structure and parameters that control the behavior of the density in known ways. It also has no constraints about the type of data distribution [7]. The GMM has the freedom to allow arbitrary density modeling, like a non-parametric model. In the present investigation, the Gaussian components can be considered to be modeling the broad phonetic sounds that characterize a person's voice. The proposed Mother Tongue Identification system is based on the statistical modeling of Gaussian mixtures [11].

65 4. Results and Discussion

In the testing phase, speech samples from a set of speakers with wide ranging geographical distribution within a state are collected. The speakers in test set are all educated, with at least graduation. Teachers of English language, convent educated are avoided in the test set. Most of the speakers have the ability to speak one or more local languages apart from English, representing a truly multilingual scenario. These speakers are fluent in English as well as in their mother tongue. The test samples are modeled similarly as training samples and compared with three baseline Language models developed in the earlier training phase. Distance measures are computed between the GMM mean of each language model and that of the test utterances of MFCCs parameters derived from the test utterance. Confusion matrix of pair-wise mother tongue identification task is performed and the results are presented in Table 4.

Table 4. Confusion matrix of pair-wise MTI task.

(a) Between Telugu and Tamil (i) Cepstral features (ii) Acoustic-prosodic features (b) Between Telugu and Kannada (i) Cepstral features (ii) Acoustic-prosodic features (c) Between Tamil and Kannada (i) Cepstral features (ii) Acoustic-prosodic features

5. Conclusions and Future scope

An Automatic Speaker Recognition system for identification of mother tongue and thus the native state of the speaker is implemented successfully. Confusion is observed between Kannada and Tamil speakers. This confusion is found to be less when

Acoustic prosodic features are introduced. We have proposed an effective approach to identify MTI in multilingual scenario by following the techniques available in Language and Speaker Identification. A general purpose solution is proposed with a multilingual acoustic model. Further improvements can be made by including prosodic features and also covering techniques such as inclusion of SDC features and also the i-vector paradigm. Most important advances in future systems will be in the study of acoustic-phonetics, speech perception, linguistics, and psychoacoustics [7]. Next generation systems need to have a way of representing, storing, and retrieving various knowledge resources required for natural conversation particularly for countries like India. With the same training and testing procedures, apart from English and other regional languages, national language Hindi can be modeled and influence of any particular language on it can also be studied. Acknowledgments The authors would like to acknowledge the cooperation of the staff and students of VNRVJIET, who co-operated readily by providing their voice samples. We profusely thank all these speakers for their kind co-operation towards carrying out this research. Special thanks are due to the Scientists of Speech and Vision Laboratory of IIIT, Hyderabad for their timely and invaluable advice.

10 tips to improve the way you speak English

Part I: [Want to 'neutralise' your accent?](#)

Many deserving candidates lose out on job opportunities because of their vernacular accent.

Can I 'neutralize' my accent?

Yes, you can. All you need to do is train yourself to speak English as comfortably and perfectly as you speak your mother tongue.

How do you train yourself?

By inculcating certain practices in your daily lifestyle. These will get you closer to sounding like a native English speaker and equip you with a global accent -- and you will speak not American or British English, but correct English.

This is the first step to learn any other accent, be it American or British or Australian.

Lisa Mojsin, head trainer, director and founder of the Accurate English Training Company in Los Angeles, offers these tips to help 'neutralize' your accent or rather do away with the local twang, as you speak.

i. Observe the mouth movements of those who speak English well and try to imitate them.

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

ii. Until you learn the correct intonation and rhythm of English, slow your speech down.

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you.

Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

iii. Listen to the 'music' of English.

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'.

iv. Use the dictionary.

Try and familiarize yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

v. Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you.

Record these words listen to them and practice saying them. Listen and read at the same time.

vi. Buy books on tape.

Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

vii. Pronounce the ending of each word.

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English.

viii. Read aloud in English for 15-20 minutes every day.

Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

ix. Record your own voice and listen for pronunciation mistakes.

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

x. Be patient.

You can change the way you speak but it won't happen overnight. People often expect instant results and give up too soon. You can change the way you sound if you are willing to put some effort into it.

Quick tips

Various versions of the English language exist. Begin by identifying the category you fall into and start by improving the clarity of your speech.

~ Focus on removing the mother tongue influence and the 'Indianisms' that creep into your English conversations.

~ Watch the English news on television channels like Star World, CNN, BBC and English movies on Star Movies and HBO.

~ Listen to and sing English songs. We'd recommend West life, Robbie Williams, Abba, Skeeter Davis and Connie Francis among others.

Books to help you improve your English

- *Essential English Grammar* by Murphy (Cambridge)

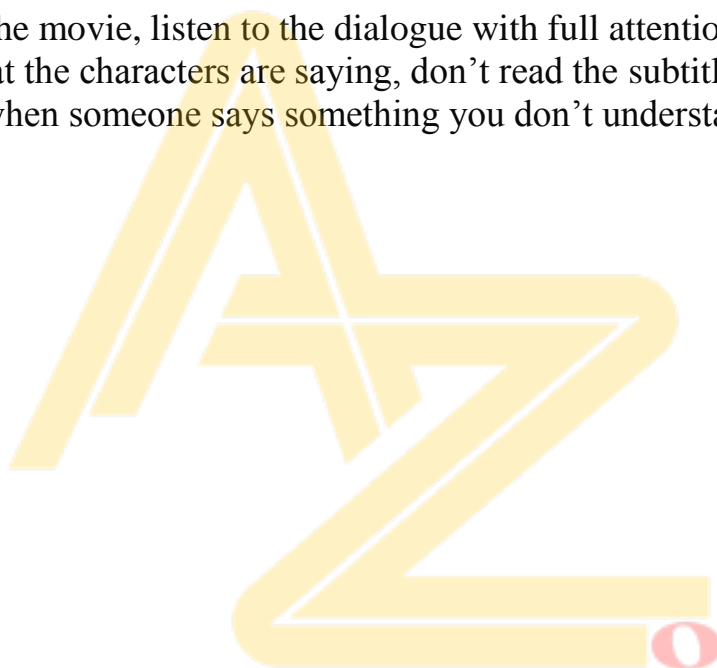
Listening Exercise #1: Watch Movies (or TV Series) with Delayed Subtitles.

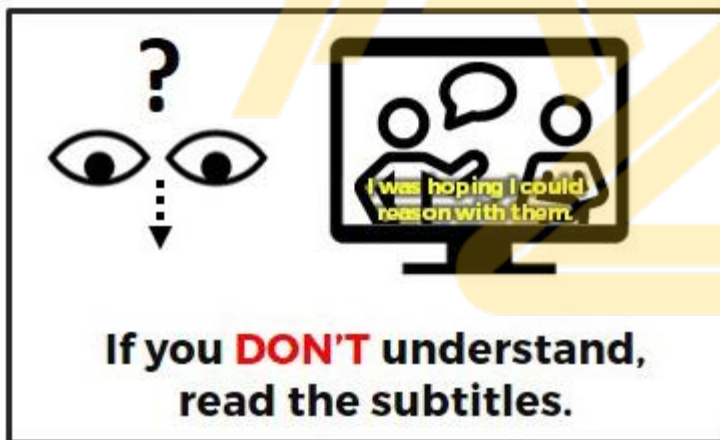
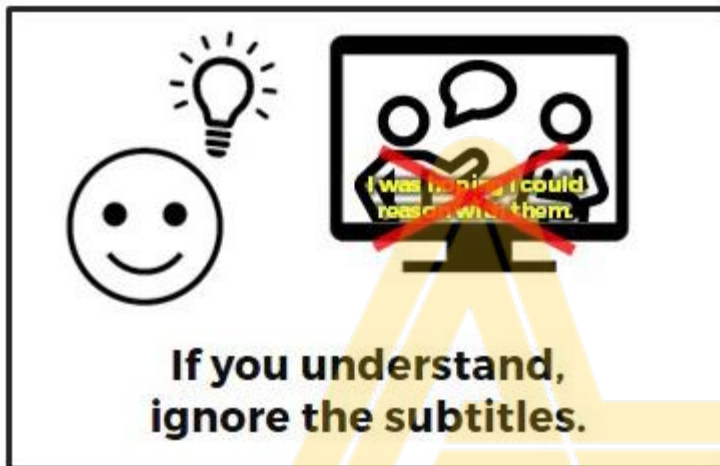
You can practice this exercise when you watch movies on your computer.

Here's what you need to do:

1. Install [VLC](#), which is a movie player that lets you delay subtitles. This program is available in both Windows and Mac versions.
2. Open a movie and enable the subtitles.
3. Delay the subtitles for about 2 seconds. (So the subtitles appear 2 seconds late.) You can delay subtitles on VLC by pressing the H key on your keyboard.

As you watch the movie, listen to the dialogue with full attention. If you can understand what the characters are saying, don't read the subtitles. Read the subtitles only when someone says something you don't understand.





If you're a slow reader, or if the text on the screen contains many words, you can pause before you read the subtitles. On the other hand, if you're a fast reader, or if the part you don't understand is short, you don't have to pause.

Why Delay the Subtitles?

If the subtitles appear at the same time as the dialogue, you will read the subtitles instead of listening to the dialogue (because reading text is easier than listening to spoken words).

If you don't believe me, try watching a movie in your native language with subtitles on. You will find that, oftentimes, your eyes automatically look down to read the subtitles!

When you watch a movie with subtitles (that are not delayed), your attention is on the subtitles, not the dialogue. Which means that you're NOT practicing your "listening" skills; you're actually practicing your "reading" skills!

Delaying subtitles forces you to practice "listening". This is because, the moment a character speaks, the (delayed) subtitles haven't appeared yet, so you have no choice but to "listen" in order to understand. This is an effective way to practice English listening.

What About Watching Movies With Subtitles First, And Then Without Subtitles? Is It A Good Practice?

Some people practice listening by watching movies twice, with and without subtitles.

Is this practice useful?

Yes, it's useful. You get to practice listening the second time you watch a movie.

However, this approach has one big problem...

IT'S BORING!!!

It's boring to watch something twice. When using this approach, many people get bored and quit before their listening improves.

Therefore, I believe delaying subtitles is a better approach because it's not boring (but still effective).

Listening Exercise #2: Listen To Conversations at a Faster/Slower Rate

Here's what you need to do:

1. On your phone, install an audio player that allows you to adjust playback speed (speed up/slow down).
2. Download some [English listening material](#) to your phone.
3. When you listen to the material, adjust the playback speed based on the difficulty of that material.
 1. If it's easy to understand (perhaps the speakers talk slowly), **speed it up** so that it becomes more challenging.
 2. If it's too difficult, **slow it down** so that it's easier to understand (but still challenging).
 3. If it's already challenging (not too easy, and not too difficult), that's perfect. Keep listening at normal speed.

Why Speed It Up or Slow It Down?

First, let me ask you a question.

Which of the following is the most effective way to improve your listening?

1. Listen to something easy.

2. Listen to something challenging (a little difficult).
3. Listen to something very difficult.

Which approach is best? A, B, or C?

According to research, approach B is the most effective.

This makes sense. If you listen to something easy (you can understand everything), there's no reason for your listening to improve.

On the other hand, if you listen to something too difficult (you understand almost nothing), you won't learn anything (no improvement).

For your listening to improve, you should listen to something a little higher than your level. You can do that by adjusting the speed of what you're listening to. If it's too easy, speed it up. If it's too difficult, slow it down.

This trick is useful in several situations. For example, if you have trouble understanding fast speakers, you can find easy conversations and speed them up to practice listening to fast spoken English.

Here's another example: suppose you want to get better at understanding British people. You can find some British conversations to listen to. But before you listen to them, decrease the playback speed so that you can hear the words more clearly.

Listening Exercise #3: Practice Listening During “Mindless” Activities

This listening exercise is the most important one.

If you only do the first two exercises and ignore this one, it will take you a long time to improve your listening.

This exercise is very simple. Here's what you need to do:

1. Download some [audio English material](#) (podcasts, audiobooks) to your phone. (Don't use video material like movies.)
2. Listen to the material during activities that don't require deep thinking. (For example, working out, riding a train, and walking.)



There's nothing complicated about this exercise. You just listen to English as much as possible until your listening improves.

Why Listen to English During Mindless Activities?

It takes a lot of time to improve your listening skills. And if you want to improve quickly, you have to practice listening for several hours every day. The more time you can spend practicing, the faster your listening improves. Unfortunately, you probably don't have several hours of free time to practice every day. That's why you need to listen to English during downtime.

During the day, there are a lot of activities that don't require deep thinking. Don't waste them by checking email or social media. Use those times to practice listening.

With this approach, you can listen to a lot of English every day without spending your free time. That's a very smart thing to do!

It's Time to Start Practicing!

If you're still reading this article, it means you're serious about improving your listening.

Now it's time to take action, here's what you need to do:

1. Install [VLC](#) on your computer so that you can delay movie subtitles.

2. On your phone, install a media player that lets you change playback speed. VLC (for mobile) is one of those apps. It's on both [Android](#) and [iPhone](#).
3. Download a lot of English conversations to your phone. If you're not sure how to find them, check out this [listening resource](#).
4. Start listening!

Oral presentation. Making a good **oral presentation** is an art that involves attention to the needs of your audience, careful planning, and attention to delivery. This page explains some of the basics of effective **oral presentation**. It also covers use of notes, visual aids and computer **presentation** software.

Oral Presentation

Do:

- Use the planning time to prepare what you're going to say.
- If you are allowed to have a note card, write short notes in point form.
- Use more formal language.
- Use short, simple sentences to express your ideas clearly.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.
- Speak clearly and at the right volume.
- Have your notes ready in case you forget anything.
- Practise your presentation. If possible record yourself and listen to your presentation. If you can't record yourself, ask a friend to listen to you. Does your friend understand you?
- Make your opinions very clear. Use expressions to [give your opinion](#).
- Look at the people who are listening to you.

Don't:

- Write out the whole presentation and learn every word by heart.
- Write out the whole presentation and read it aloud.

- Use very informal language.
- Only look at your note card. It's important to look up at your listeners when you are speaking.

Useful language for presentations

Explain what your presentation is about at the beginning:

I'm going to talk about ...
I'd like to talk about ...
The main focus of this presentation is ...

Use these expressions to order your ideas:

First of all, ...
Firstly, ...
Then, ...
Secondly, ...
Next, ...
Finally, ...
Lastly, ...
To sum up, ...
In conclusion, ...

Use these expressions to add more ideas from the same point of view:

In addition, ...
What's more, ...
Also, ...
Added to this, ...

To introduce the opposite point of view you can use these words and expressions:

However, ...
On the other hand, ...
Then again, ...

Example presentation topics

- Violent computer games should be banned.
- The sale of cigarettes should be made illegal.
- Homework should be limited to just two nights a week.
- Should school students be required to wear a school uniform?

- How to become the most popular teen in school.
- Dogs should be banned from cities,

Worst Pronunciation Mistakes ESL Students Make Around the World

Pronouncing the “th”

The **“th”** is one of the hardest consonant sounds to pronounce. It can be pronounced in three different ways: as a “d” (/ð/) as in *this, that, these, those, they* or *them*; as the voiceless /θ/ in *three, thing, thought*; or as a /t/ as in *Thai* or *Thames*. The pronunciation of the /θ/ is especially difficult for some - students often say *tree* instead of *three*.

How to fix it: Go over the difference between the three types of pronunciation. Don’t forget to mention that the third one is the least common. As for the difficulty in [pronouncing the /θ/](#), show students how to place their tongues between their teeth and force air out to make the right sound.

The **schwa** ([ə]) is a sound that is typical in unstressed syllables, for instance in long words like *mem(o)ry, choc(o)late* or shorter ones like *th(e)* or *t(o)*. The usual mistake is for students to pronounce the word syllable by syllable: *me-mo-ry*.

How to fix it: Introduce the [schwa](#) to students and give them plenty of examples. Remind them of the fact that English is a stressed, not a syllabic language, and that unstressed syllables or words in English often have this sound.

Confusing the “l” and the “r”

The **“r”** and **“l”** sounds are the stereotypical mistake Japanese students make – they say *lice* instead of *rice*. But it is also a difficulty that occurs in other Asian languages.

How to fix it: The problem usually lies in the position of the tongue. To eliminate the confusion first focus on practicing one sound – [the “r”](#) –, then [the “l”](#). In both cases, show them and contrast the position of the tongue and teeth.

Pronouncing the Short “i”

The short **“i”** or [ɪ] as pronounced in words like *live, sit, fit, hit* usually poses a problem as students may be inclined to pronounce them as *leave, seat, feet, or heat*.

How to fix it: Give them plenty of practice with these confusing word pairs: *live-leave*; *sit-seat*; *fit-feet*, *hit-heat*, etc... First say each and ask them if they can hear the difference. Next, repeat each set and have your students repeat. Be sure to either write the words on the board so they can see the difference in spelling or show them word cards. The more practice you give them, the better they'll pronounce these words.

Confusing the “w” and the “v”

This is a typical pronunciation problem in some European nations. Some students have a hard time pronouncing the “w” sound. *Water* is pronounced as *vater*; *west* is pronounced as *vest*, and so on.

How to fix it: If you have students who have a hard time pronouncing the “w” show them how to round their mouths into an “o” and then unrounded them to produce the right sound, like this.

Pronouncing the Magic “e”

Some students may have a hard time noticing the difference between words like *not* and *note* or *bit* and *bite*. They may be tempted to split them into syllables: *no-te* and *bi-te*.

How to fix it: Once again this is a problem that can be fixed by practicing word pairs. Help them notice that *note* is different from *not* in that it has the extra “e” but it’s still not pronounced. The effect of the magic “e” is that it changes the pronunciation of the word.

Pronouncing Silent Consonants

This is one of the problems I have personally encountered the most with native Spanish speakers. They sometimes tend to pronounce consonants that are silent, like the “d” in *Wednesday* or the “g” in *foreign*.

How to fix it: In my experience, fixing this problem is as easy as writing down the word on the board and crossing the silent letter out. It is very important for you to not only verbally correct the pronunciation and have them repeat, but also write it down. As many times as you have to.

As I mentioned earlier, some of these mistakes are made more often by some students than others depending on their country of origin.

Once you identify the mistakes they make often, it is vital for you to address them and help them work to improve them. Write it down. Have them repeat. Work with word pairs. Soon enough they'll be making fewer mistakes.

There are probably lots of other typical mistakes I haven't listed here. Feel free to add them and tell us which students typically make them. What pronunciation mistakes are typical in Russia? Indonesia? I'd love to read them below!

P.S. If you enjoyed this article, please help spread it by clicking one of those sharing buttons below. And if you are interested in more, you should follow our Facebook page where we share more about creative, non-boring ways to teach English.

