UNIT I: SPEECH PATTERNS

INTRODUCING ONESELF AND OTHERS

Maybe you are just present there and do not actually know how to start a conversation when you would like to introduce yourself or somebody else to an English native speaker. Nonetheless, your target was to leave an everlasting first impression at the starting of a conversation. The following phrases will support you to introduce yourself both informally and assertively. If somebody is introduced to you, you may respond “Nice to meet you”, glad to meet you” and introduce yourself then.

INTRODUCING YOURSELF

Hello, my name is …

Hi, I’m …

Hello, (your name).

Good afternoon. May I introduce myself? My name is … (formal)

INTRODUCING OTHER PEOPLE TO SOMEONE

If you like to introduce an associate, a friend, a relative or a teammate to somebody, you may continue so by employing the following phrases.

I'd like you to meet my friend/colleague/brother …

This is my friend …

May I introduce … to you? (formal)

Have you met …?

This is …

The Possible replies for this introduction are

Nice to meet you!

Pleased to meet you!

Nice to see you!

How do you do? (formal)
THANKING:

Thanking is symbolic of showing gratefulness to somebody for something.

Thank you, thanks a lot, thank you very much; I am extremely thankful to you.

To reply somebody who acknowledges us, the subsequent phrases can be employed.

   Most welcome. It’s my pleasure
   That’s O.K! Pleasure is mine, etc.

APOLOGIZING AND EXCUSING

English has an amount of repentant terms that appear as they feel the real. They nearly ensure, except that they are used in delicately altered means.

APOLOGY:

When we commit any error we regret with the expressions like “I am so sorry”, “I am Awfully Sorry”, “forgive me”, “Please excuse me”, etc.

When are also disturb them at odd times or at their respite.

We say normally “Please excuse my ----.”

When we setback in implementing a work we use the phrase “Please accept our (sincerest) apologies.

Pardon!

Actually we do not use “pardon” in the United States. If you follow this, people may comment that you're trying to behave pompous or comment that you're British.

I ‘m Sorry!

This term is generally used to make an apology for something you shouldn't have done.

For example, while walking if you hit at someone accidentally, you can say “I’m sorry.” It is a phrase of regret for something you have previously done.

This is just abbreviated with “sorry.” Rarely would we say “I am sorry.” That appears awkward.
EXCUSE:

Normally ‘Excuse Me’ is a term to ask permission for something. For example, if you're walking through a jam-packed space and somebody (showing their back to you) is in your path. You would say “excuse me” to request them to give you way.

Student: I come in, Sir?

Teacher: Why are you so late today?

Student: sir, I missed the bus.

Teacher: Yesterday it was the train and today it is the bus, what will be tomorrow? Always some lame excuses.

Student: me, Sir.

Teacher: How can I believe you? You are giving same excuses almost every day.

Teacher: I see. But remember, my son, no excuse will do from tomorrow. Come in and go to your seat.

Student: Sir.

COMMUNICATING THROUGH ADVERTISEMENTS

The common people visualize an average of hundreds of ads per day. The advertisements range from commercials on television and pop-ups on the Internet to advertising in the public places, the messages are infinite. As there is a tremendous fullness, it is natural for most of these promotions to get lost in the abundance. Hence, effective communication to a particular target group of customers becomes the main challenge in creating advertisements a success and provides benefits.

- While framing the advertisements you should concentrate in bringing about an attractive, sharp slogan.
- Let your ad be short and sweet; the average product requires not more than six or seven words.
- Avoid the same old slogans.
- The key to a good advertisement is being memorable.
- The second your ad borrows a familiar advertising phrase (for example, “new and improved,” “guaranteed,” or “free gift” — is there any other kind?), it becomes interchangeable with thousands of others. What’s more, listeners are so used to ad clichés that they don’t even hear them anymore.
Use a persuasive technique.

- There are tried and true methods that advertisers rely on to make their ads stick. These include: Common sense Humor Repetition Exigency:

- Know the customer
- Keep your target customer in mind when you're developing the tone and look of your ad. Remember: it needs to appeal to your audience as much as possible and avoid offending or talking down to them
- Find a way to connect the desires of consumers to what you're advertising and the product.
- Try to make sure your advertisement will age well. You don't want people looking back at your ad in 10 years and being shocked at its content.
- Make sure all the relevant information is included. If your consumer needs to know your location, phone number, or website (or all three) in order to have access to your product, provide this information somewhere in the ad. If you're advertising an event, include the location, date, time and ticket price.

- Decide where and when to advertise.
- For instance, if you're promoting a vacuum cleaner, it might sell better in the spring, when people are undertaking spring cleaning.

**GUIDELINES**

I. Again and again check your ad copy.
II. Do not use gloomy colors or small font, for would reduce the attention off of your advertisement. Keep in mind that the human eye catches the bright colors fast, and if your advertisement lacks harsh colors, then also it will not be perceived as much.
III. A smaller amount is always more. The less a reader has to read, the less a listener has to listen, augurs better for your ad.
IV. If possible, and if you know about the golden ratio then use it for your advertisement design.
V. Employ imperative verbs like ‘buy now’.
VI. Ads are expensive, and a good ad takes more expensive. It might be worth remunerating a professional copywriter for a great ad.
NARRATING PAST EVENTS

The past tense is used to report "what happened", a completed event. For example, a reporter uses the past tense to retell a series of events in a news story. Similarly, an author relates historical events in past tense.

1). Hari goes to his psychiatrist and says, "Nobody listens to me!"

The doctor says, "Next!"

Hari went to a psychiatrist. He said that nobody listened to him. The doctor called for the next person to come in.

2). I asked my wife, "Where do you want to go for our anniversary?"

She said, "Somewhere I have never been!"

I told her, "How about the kitchen?"

A man asked his wife where she wanted to go for their anniversary. She replied that she wanted to go somewhere she had never been. He suggested the kitchen to her.

Complete the event using past tense.

A policeman------a man who------down the freeway in a station wagon that was filled with swords. He------the driver “What are you doing with all these swords?” The man------“I am a ‘sword swallower’ in the Circus Vegas. So, he------this to the policeman by putting a sword down his throat. Just then, a couple------by and the wife------to her husband, “Slow down Henry! Look what that officer------that guy do because he was speeding!”

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DESCRIBING SIMPLE TASKS AND GIVING INSTRUCTIONS

When you have to provide a chain of instructions to create or produce something, you can use some common, suitable and simple language structures to look language flowing easily and normal. Here we are going to use the example of how to cook the perfect omelet.

The imperative

One of the common features while describing a procedure, such as the instructions for how to cook a particular dish, is the use of the imperative.

The imperative form is made by using the bare infinitive of the verb (the infinitive without 'to'). Here are a few examples from a TV programme. There are no grammatical subjects in the following sentences:
“Take a minimum of four eggs per omelet ....”

“Heat the oil; don’t heat it too much... “

“Add just one tablespoon of water with the egg yolks ...”

“Blend the eggs just lightly with a fork ... “

“Transfer that into the hot pan ... “

The most commonly used subject for this kind of giving instructions is ‘you’. For example:

You use a minimum of four eggs...

You heat the oil...

You add one tablespoon of water....

**Linking words**

While giving a chain of instructions it is more natural to combine the various instructions together using with linking words.

There are numerous dissimilar linking words that can be utilized to explain a sequence of instructions that serves the part of a process. The Two very simple, but are normally used linking words are and, and, then. Here are a few examples from the omelet instructions.

... lightly beat the eggs then transfer them into the pan ...

... reduce the flame down and then use your fork...

... And then just insert a knife slowly underneath the fork and flip the omelet over ...

**Giving instructions**

The above exercise is describing a process and giving instructions for preparing omelet. There you would have identified that the imperative was the standard verb form to use and that linking words were important while describing the sequence of instructions. Now we are going to see the use of linking words in giving instructions

**Linking by the numbers**

It is likely to list and link instructions using 'ly' adverbs based on ordinal numbers - i.e. Firstly, secondly, thirdly ... etc. .

Here are a number of simple instructions for using a microwaveoven by means of this method.
Firstly, prepare the dough using all the ingredients.

Secondly, set the dough into the pan

Thirdly, lay the pan into the oven and finally choose the right programme and press the start button, after setting the time.

Note that the final instruction instead of continuing with a number usually end with finally or lastly.

This method can be useful for short lists of instructions only, i.e. with a maximum of three or four items. Even if it is possible to continue indefinitely it is not natural to do so in spoken English.

More linking words & expressions

**Beginning**

The first thing you do is ...

To begin with ...

To start with ...

First ...

**Continuing**

And ...

Then ...

And then ...

Next ...

After this ....

Following this ...

When (this is done) / (you’ve done this) ...

Once (this is done) / (you've done this) ...

While (something else is happening) ...

**Ending**

Finally ...
Lastly ...

To finish ...

+ verb in imperative form

( infinitive without to )

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SENTENCE STRUCTURE

Every sentence serves one of the four functions. It must make a statement, issue a command, ask a question, or exclaim and emotion or idea. Because of this we can understand sentence type by analyzing the function that the sentence serves.

Sentence Types

There are Four Types of Sentence. They are

Declarative Sentences, Imperative Sentences, Exclamatory Sentences, Interrogative Sentences. The purpose of each is described briefly below:

I. Declarative Sentences

Declarative sentences are statements which convey any information or ideas. They are punctuated with a simple period. The official treatises or reports are drafted using declarative sentences.

Examples of Declarative Sentences:

1. The play commences in an hour.
2. January 26th is Republic Day of India.

Declarative sentences form a statement.

i. You’re an honest man, Mr.Chowdry.
ii. Yellow is my much loved color.

II. Imperative Sentences

Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Exclamatory sentences can consist of a single verb or they can be more lengthy and complex.

Examples of Imperative Sentences:
Stop!
Watch the crawling snake!
Reply immediately.
Please lower your tone.
Meet me at the town hall.

III. Exclamatory Sentences

Exclamatory sentences express strong emotion. It doesn’t really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it’s pretty easy to spot them. Use exclamatory sentences to portray emotion but take care to use them sparingly. Otherwise, your writing will lack sincerity.

Examples of Exclamatory Sentences

The waves are rising!
I can’t wait for the suspense!
I don’t know what I’ll do if I don’t get the ticket right now!
Oh, my goodness, I’ve got it!
Suddenly, a monster emerged in my path!
This is the best day of my life!

IV. Interrogative Sentences

Interrogative sentences are also easy to spot. That’s because they always ask a question and end in a question mark.

Examples of Interrogative Sentences:

Is it raining?
Have you had brunch?
Do you want Coffee or tea?
You like Thai food, don’t you?
Transformation of Affirmative – Negative

In the simple present tense, negatives are formed by adding ‘not’ after ‘do’ or ‘does’. Note that ‘do’ is used when the subject is a plural noun or pronoun. The first person pronoun ‘I’ also takes the verb ‘do’. ‘Does’ is used when the subject is a singular noun or pronoun.

For Eg:

**Affirmative** – John has fallen ill.

**Negative** - John has not fallen ill.

Affirmative - The thief was hiding behind a tree.

Negative - The thief was not hiding behind a house.

They made her queen

They did not make her servant- maid

**Affirmative to Negative Sentence Transformation Rules**

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Affirmative Sentence structure</th>
<th>Negative Sentence structure</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subject + always + verb + ext.</td>
<td>Subject + never opposite verb + ext.</td>
<td>If there is always in an affirmative sentence, never will be used for ever/always in negative sentence and verb /adjective/adverb will be opposite meaning.</td>
<td>Affirmative:- He was always punctual. Negative:- He was never late.</td>
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<td></td>
<td>Subject + verb + too + adjective + to + verb + ext.</td>
<td>Subject + verb + so + adjective + that + subject + can/ could + not + verb + ext.</td>
<td>If there is <em>present tense</em> before <strong>too</strong>, ‘<strong>can</strong>’ will be used after <strong>that</strong> and if there is <em>past tense</em> before <strong>too</strong>, ‘<strong>could</strong>’ will be used after <strong>that</strong>. Again when there is <strong>for</strong> + noun/pronoun after too + adjective, the noun/pronoun after <strong>for</strong> will be the subject after that.</td>
<td>Affirmative:-He is too poor to spend money. Negative:- He is so poor that he cannot spend money.</td>
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<td>3</td>
<td>Subject + verb + as + adjective + as + noun/pronoun.</td>
<td>Subject + auxiliary verb + not + verb + less + adjective + than + noun/pronoun.</td>
<td>In negative sentence as -as is substituted by not less-than.</td>
<td>Affirmative:-He is as intelligent as his father. Negative:- He is not less intelligent than his father.</td>
</tr>
<tr>
<td>4</td>
<td>Subject + auxiliary verb + verb/ adjective/ adverb + ext.</td>
<td>Subject + auxiliary verb + not + opposite verb / adjective / adverb + ext.</td>
<td>In order to change an affirmative sentence having an auxiliary verb with a verb/ adjective/ adverb into a negative sentence, we should add <strong>not</strong> after the auxiliary verb and use the opposite meaning of verb/ adjective/ adverb in negative sentence.</td>
<td>Affirmative:- I shall help you. Negative:-I shall not forbade you.</td>
</tr>
<tr>
<td>5</td>
<td>Subject + verb + ext.</td>
<td>Subject + auxiliary verb to do + not + opposite verb + ext.</td>
<td>If there is no auxiliary verb in an affirmative sentence, <strong>to do</strong> verb will be used as auxiliary verb to make it a negative sentence. After <strong>to do</strong>, verb not will be added and the opposite meaning of verb will used there. This <strong>to do</strong> verb will be according to the tense of the verb of affirmative sentence.</td>
<td>Affirmative:-She recalled me. Negative:-She did not forget me</td>
</tr>
<tr>
<td>6</td>
<td>Subject + must + verb</td>
<td>Subject + cannot but</td>
<td>For making a negative sentence from an affirmative sentence having</td>
<td>Affirmative:- We must</td>
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<td></td>
<td>7</td>
<td>8</td>
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<td>10</td>
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<td></td>
<td>+ ext.</td>
<td>+ verb + ext.</td>
<td>+ verb + ext.</td>
<td>+ verb + ext.</td>
</tr>
<tr>
<td>7</td>
<td>Every + noun/ body/ one + verb + ext.</td>
<td>There is no + noun/ body/ one + but + verb + ext.</td>
<td>To change an affirmative sentence having every + noun/ body/ one into a negative sentence, we can use there is no for every, then we have to put the word after every and next we should use but before verb + ext.</td>
<td>To change an affirmative sentence having as soon as with two clauses, no sooner had will be used for as soon as in negative sentence. than must be used between the two clauses.</td>
</tr>
<tr>
<td>8</td>
<td>As soon as + subject + verb (past), subject + verb(past) + ext.</td>
<td>No sooner had + subject + verb(past participle) + than + subject + verb(past) + ext.</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Only + subject + verb + ext.</td>
<td>None but + subject + verb + ext.</td>
<td>Here only is used before a person, but alone is used after the person word and auxiliary verb. For changing an affirmative sentence into a negative sentence where only is before a person or alone is after the person and auxiliary verb, we have to start the negative sentence with none but for only/alone.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Subject + auxiliary verb +</td>
<td>None but + subject + auxiliary</td>
<td>It will be applied when the subjective word is a person word i.e. he/ she/ I/ you/ they/ we/ any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>alone + ext.</td>
<td>verb + ext.</td>
<td>proper noun.</td>
<td>was alive in the house.</td>
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<tr>
<td>11</td>
<td>Only + subject + verb + ext. OR Subject + verb + only + object + ext.</td>
<td>Nothing but + subject + verb + ext. OR Subject + verb + nothing but + object + ext.</td>
<td>when only is used before an object/thing, nothing but will be put there to make a negative sentence from an affirmative sentence. nothing but is used in negative sentence for only when there is an object/thing after only in affirmative sentence.</td>
<td>Affirmative:- Only the monsoon brings rain to our country. Negative:- Nothing but the monsoon brings rain to our country.</td>
</tr>
<tr>
<td>12</td>
<td>Subject + verb + only + number/age + ext.</td>
<td>Subject + verb + not more / less than + number/age + ext.</td>
<td>when only is used before number/age ,not more / less than will be used in negative sentence for only in affirmative sentence.</td>
<td>Affirmative:- I am only 30. Negative:- I am not more/less than 30.</td>
</tr>
</tbody>
</table>

**Change the following affirmative sentences into negatives.**

1. My brother lives with my parents.
2. I know the reason.
3. I want to leave now.
4. My mother works hard.
5. Suriya paints really well.
6. He was narrating the incident.
7. The roof flew off in the hurricane.
8. You look gorgeous.
8. The milk turned sour.

9. The peon brought the memo.

10. She has a knack for everything.

**Transformation of Exclamatory – Assertive**

<table>
<thead>
<tr>
<th>S.no</th>
<th>Exclamatory Sentence structure</th>
<th>Assertive Sentence structure</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1    | what + a/an + adjective/ adverb + subject + verb! | Subject + verb + a + very + adjective/ adverb. | in assertive sentence, what + a/an is substituted by a very and these are used after verb and before adjective/ adverb. | **Exclamatory:**- What a wonderful sari you have!  
**Assertive:**- You have a very wonderful sari. |
| 2    | How + adjective/ adverb + subject + verb! | Subject + verb + very + adjective/ adverb. | in assertive sentence, how is replaced by very and it is used after verb. | **Exclamatory:**- How charmingly you paint!  
**Assertive:**- You paint very charmingly. |
| 3    | Hurrah! Subject + verb + ext. | It is a matter of joy that + subject + verb + ext. | Hurrah is replaced by it is a matter of joy | **Exclamatory:**- Hurrah! Tomorrow is a holiday.  
**Assertive:**- It is a matter of happiness that we have holiday tomorrow. |
| 4    | Alas! Subject + verb + ext. | It is a matter of sorrow that + subject + verb + ext. | Alas is replaced by it is a matter of sorrow. | **Exclamatory:**- Alas! I am lost.  
**Assertive:**- It is a matter of sadness that I am lost. |
| 5    | If + subject + were/verb(past) + ext.! | Subject + wish + subject + were/verb(past) + ext. | For ‘If were/verb(past)’, subject + wish + were/verb(past) is used in assertive sentence. | **Exclamatory:**- If I became the CM!  
**Assertive:**- I wish I became the CM. |
| 6    | Were/Had + subject + ext.! | Subject + wish + subject + | For ‘Were/Had’, subject + wish + were/had is used in | **Exclamatory:**- Were I a child again!  
**Assertive:**- I wish I were a child again. |
<table>
<thead>
<tr>
<th></th>
<th>were/had + ext.</th>
<th>assertive sentence.</th>
<th>Exclamatory: -Would that we could perform!</th>
<th>Assertive: -We wish we could perform.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Would that + subject + could + verb + ext!</td>
<td>Subject + wish + subject + could + verb + ext.</td>
<td>For if /would that subject + wish is used in assertive sentence.</td>
<td></td>
</tr>
</tbody>
</table>

**Change the following exclamatory sentence into assertive sentence**

Eg: Exclamatory: What a wonderful picture!

Assertive: It is a wonderful picture.

Exclamatory: What a great success!

Assertive:

1. Exclamatory: How kind of you to help me at the right time!
   Assertive:
2. Exclamatory: What a pleasant day!
3. How stupid of you to say that!
4. How cunning she is!
5. How knowledgeable you are!
6. What a sweet scent!

**Changing an interrogative sentence into an assertive sentence.**

An assertive sentence can be changed into an interrogative sentence by placing the auxiliary verb before the subject.

1. **If there is no auxiliary verb in the sentence, you must change the sentence by using do/does/did or don’t/doesn’t/didn’t.**

For example:

- She plays guitar.

You can change this sentence into interrogative in the following manner:

- Does she play guitar?
2. Always remember that “never” is replaced by “ever”. For example:

- Janet never loved ice creams.

You can change this sentence into interrogative in the following manner:

- Did Janet ever love ice-creams?

3. Replace nobody/no one/none by “who”:

For example:

- Nobody can count how many stars are there in the sky.
- Who can count how many stars are there in the sky?

4. If there is the adverb ‘no’ in the assertive sentence, then it becomes ‘any’ in the interrogative sentence.

Assertive: There is no sense in doing that.

Interrogative: Is there any sense in doing that?

For Eg:

Assertive: She is my sister.

Interrogative: Is she my sister?

Assertive: I never asked you to bring it.

Interrogative: Did I ever ask you to bring it

Assertive: He has finished his project.

Interrogative:

Assertive: He is very clever.

Interrogative:

Imperative: Get out of here.
Vocabulary: Idioms.

An idiom is a group of words whose meaning cannot be understood from the meanings of the individual words, for example: *It was raining cats and dogs* (heavy rain).

Using idioms and proverbs in a language adds beauty to it and makes it more interesting for the listeners.

Examples:

**A hot potato**
- Speak of an issue (mostly current) which many people are talking about and which is usually disputed

**Ball is in your court**
- It is up to you to make the next decision or step

**Cry over spilt milk**
- When you complain about a loss from the past.

**Every cloud has a silver lining**
- Be optimistic, even difficult times will lead to better days.

Each sentence given below contains an idiom/phrase. From the given alternatives, choose the one that best expresses the meaning of this idiom/phrase.

1. He has the **gift of the gab**.

   a) He is gifted
   b) He is a chatterbox
   c) He is a good conservationist

2. Parental property has become a **bone of contention** between the siblings.
a) unifying factor
b) something that causes a quarrel
c) a firm view
d) none of these

3. **Once in a blue moon**, we meet each other.

a) frequently
b) hardly ever
c) very seldom indeed
d) in the light of a blue moon

4. He has been jobless for several months, and it is his wife who keeps **the pot boiling**.

a) avoids starvation
b) keeps the fire burning
c) is angry
d) keeps firing

5. In the end he had to eat **the humble pie**.

a) apologize humbly
b) defend himself vigorously
c) adopt an aggressive attitude
d) none of these