

**Speaking Effectively**  
**Professor Anjali Gera Roy**  
**Department of Humanities and Social Sciences**  
**Indian Institute of Technology Kharagpur**  
**Lecture 19**  
**How to Improve Delivery**

Hello, in the last unit we talked about how to improve your voice and you had our guest speaker Shubhangi give you some tips on how to improve your voice.

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## Crucial factors in delivery

- Phonetics
- Articulation
- Variation of pace, volume, pitch
- Use of pause
- Avoidance of non words
- Control of rhythm and intonation

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Today we move on to delivery, how to improve your delivery and in this again we demonstrate to you through actual examples, how you can improve your delivery. We begin when we talk about delivery we talk about phonetics and we do not need to take you through phonetics once again because you had one entire week of practice of phonetics.

I hope you have been able to try out these activities which we will be posting for you and improve your pronunciation of English because pronunciation is very important. The second part was articulation and yesterday Shubhangi demonstrated it beautifully how you can improve your articulation. Today we in this unit we move on to variation of pace, volume and pitch, use of pause, avoidance of non-words, control of rhythm and intonation these are some of the things we will be doing in this unit.

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## 1. Lip Exercises

- a. Stretch your lower lip over the upper lip, then stretch the upper lip down over the lower one. Alternate this process with increasing rapidity.
- b. Pucker your lips as tightly as possible, then widen them vigorously. Do this slowly 10 times, then do it another 10 times rapidly. Relax and repeat.
- c. Repeat the following syllables slowly, then increase your speed, exaggerating your lip movements: be-me-be-me-be-me-be-me bo-po-bo-po-bo-po-bo-po flee-flee-flee-flee-flee vro-vro-vro-vro-vro whee-who-wa-who blee-be-kee-blee-bee-kee mla-mla-mla-mla-mla flack-mack-flack-mack
- d. With your jaw and tongue relaxed in a normal position, try to use only your lips as you read the following vowel sounds. Make a distinct change between each:
  - ah-aw ah-aw ah-aw ay-oh ay-oh ay-oh ee-oo ee-oo ee-oo ee-oo
- e. Now, with your lips and tongue relaxed, pronounce the following vowel sounds by closing and opening your jaw:
  - ee-oo ee-oo ee-oo oo-aw oo-aw oo-aw ee-aw ee-aw ee-aw ee-aw ee-aw ee-aw ee-ah ee-ah ee-ah

We will skip these because we will upload these for you on the activity sheet for you to try out.

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## Duration

- Duration refers to the amount of time you take to say a word. You can change the meaning and importance of words by saying them quickly or drawing them out.

But we will demonstrate, what is duration? And how does one use duration to get the maximum impact. Duration refers to the amount of time you take to say a word. You can change the meaning and importance of words by saying them quickly or drawing them out.

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Try this while you read the following poem

- “Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not been broken up into fragments by  
narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards  
perfection:  
Where the clear stream of reason has not lost its way into  
the dreary desert sand of dead habit;  
Where the mind is lead forward by thee into ever-widening  
thought and action—Into that heaven of freedom, my  
Father, let my country awake “ (Rabindranath Tagore )

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Now we will have try this while you read the following poem. Where the mind is without fear and the head is held high, where knowledge is free, where the world has not been broken up into fragments by narrow domestic walls, where words come out from the death of truth, where tireless striving stretches its arms towards perfection, where the clear stream of reason has not lost its way into the dreary desert sand of dead habit, where the mind is lead forward by thee into ever widening thought and action, into that heaven of freedom my father, let my country awake.

You found how she lingered lovingly on each sound. How she used duration perfectly to bring out the meaning of each word, the keywords. She held out on those keywords to get the full impact and remember that you can do that if you pronounce the sound right, pronounce the diphthongs right. Where the mind, so the diphthong ‘mind’. Look at the way she lingered on the mind. Now if you say where the mind is without fear you will not get the impact.

So what I am saying is you need to (pr) combine pronunciation the right pronunciation with the use duration in order to get the impact in diphthongs such as mine. So you saw how she used each of these sounds, striving, stretches, dreary, ever widening, father, country. How she lingered on each sound to use duration. Now request, Shubhangi what do you think of how she used duration?

Yes, Zeniya used durations beautifully and one other important thing is when you are reading out from the passage the punctuation marks, they indicate where to actually give the pause and once


you understand what the passage of the poem is trying to deliver to enhance the impact, as mam rightly said, to enhance the impact you need to stress on some words and move on quickly to others. The words which are adjectives followed by the nouns. you have to quickly move on in those words if they are isolated.

Like here umm, there certain words like umm where knowledge is free, the world has not been broken up into fragments by narrow domestic walls. So, stopping at narrow, after narrow will actually break the meaning. So, narrow domestic world, these three words have to be quickly spoken. On the other hand, the word fragment it is has to be lingered on. So the adjectives instantly followed by the nouns, we have to move on quickly which she did beautifully and the word which needs to be stressed on need to be lingered on. So I think that is what exactly Zeniya did.

Thanks. Now how about trying it out yourself, reading out this passage allowed by yourself and comparing it with Zeniya's version, which we see as the modal version. Why do not you try it yourself? Read it and record it and then compare your version with Zeniya's and try it out yourself once again using duration. Now we will move on to (lou) loudness or volume.

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## Loudness or Volume

- Loudness or Volume Variety
- Remember to use diaphragmatic respiration to project volume. As you read the following speech by Indira Gandhi at the Golden Jubilee Celebrations of The Indraprastha College For Women, New Delhi, India November 23, 1974 and interpret what words should be spoken loudly and which ones softly.

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Now loudness or volume variety we also use this in the session on voice and delivery where we looked at how some people have an actually loud voice and some people have an actually soft

voice and those who have a very soft voice, who used to speak very softly are usually taken to be non-assertive whereas people who have a loud voice, they are assumed to be confidence and dominating. So the key is that you should be able to control the volume depending on what the situation is, the context is.

Somewhere it is important that you use the loud (vo) voice, in another it is important that you can lower your voice to a whisper. So this modulation of voice from raising it to soft whisper to a shout, that is a trick, how do we use loudness and volume variety in delivery. We did some exercises for you remember when we talked about counting pennies and how do you count pennies to yourself? How you project your voice when you count them to somebody in the first row, then the second row, the third row, the fourth row, the fifth row?

And Shubhangi did it using musical notes yesterday, she did it beautifully. So, now when you use, remember that you cannot do things in isolation, you cannot say okay, I am going to breathe and I am going to stop using right sounds. All the things that we have shared with you, you have to combine them. So correct posture, correct breathing, using the right volume, they all come together.

So when you read this you use (diaphragmatic) (diaphragm) diaphragmatic respiration to project volume. Remember we said we speak with chest breathing, we need to speak with diaphragmatic breathing. So once you read this, you will find that how diaphragm breathing. Just watch me, I have a very bad posture and when I lean forward my sound is not clear the moment I straighten and I use my diaphragm, do you notice the difference in the quality of my voice? Because I am doing diaphragm breathing and immediately (voi) my voice quality changes, because my head, my chin is not leaning forward.

now let us listen to this speech and you read this speech by the former prime minister, Indira Gandhi at the Golden Jubilee Celebrations of the Indraprastha college for women, New Delhi in November 1974 and interpret, what words should be spoken loudly and which one's softly? The passage is, what education women can do?

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- What Educated Women can do
- An ancient Sanskrit saying says, woman is the home and the home is the basis of society. It is as we build our homes that we can build our country. If the home is inadequate -- either inadequate in material goods and necessities or inadequate in the sort of friendly, loving atmosphere that every child needs to grow and develop -- then that country cannot have harmony and no country which does not have harmony can grow in any direction at all. That is why women's education is almost more important than the education of boys and men. We -- and by "we" I do not mean only we in India but all the world -- have neglected women education. It is fairly recent. Of course, not to you but when I was a child, the story of early days of women's education in England, for instance, was very current. Everybody remembered what had happened in the early days. I remember what used to happen here. I still remember the days when living in old Delhi even as a small child of seven or eight. I had to go out in a doli if I left the house. We just did not walk. Girls did not walk in the streets. First, you had your sari with which you covered your head, then you had another shawl or something with which you covered your hand and all the body, then you had a white shawl, with which every thing was covered again although your face was open fortunately. Then you were in the doli, which again was covered by another cloth. And this was in a family or community which did not observe purdah of any kind at all. In fact, all our social functions always were mixed functions but this was the atmosphere of the city and of the country. I am one of those who always believe that education needs a thorough overhauling. But at the same time, I think that everything in our education is not bad, that even the present education has produced very fine men and women, specially scientists and experts in different fields, who are in great demand all over the world and even in the most affluent countries. Many of our young people leave us and go abroad because they get higher salaries, they get better conditions of work.

What educated women can do? A Sanskrit saying says, woman is the home and the home is the basis of society. It is as we build our homes that we can build our country. If the home is inadequate, either inadequate in material goods and necessities or inadequate in the sort of friendly loving atmosphere that every child needs to grow up and develop. Then that country cannot have harmony and no country which does not have harmony can grow in any direction at all. That is why women's education is almost more important than the education of boys and men.

We, and by we, I do not mean only we in India, but all over the world have neglected women's education. It is fairly recent. Of course not to you, but when I was a child the story of early days of women's education in England, for instance was very current. Everybody remembered what had happened in the early days. I remember what used to happen here. I still remember the days when living in Old Delhi even as a child of 7 or 8 I had to go out in a doli if I left the house. We just did not walk. Girls did not walk in the streets.

First you had your saree with which you covered your head. Then you had another shawl or something with which you covered your head and all the body. Then, you had a white shawl with which everything was covered again although your face was open fortunately. Then you were in a doli, which again was covered by another cloth and this was in a family or community which

did not observe pardah of any kind at all. In fact, all our social functions always were mixed functions. But this was the atmosphere of the city and of the country. I am one of those who always believe that education needs a thorough overhauling.

But at the same time I think that everything in our education is not bad, that even the present education has produced very fine men and women. Specially scientist and experts in different fields. Who are in great demand all over the world, and even in the most affluent countries. Many of our young people leave us and go abroad because they get higher salaries, they get better conditions of work.

This was a wonderful example of how one could use volume to get the best message across. Have you noticed that Zeniya started on a fairly high note, when she started and when she came to the line, that is why women's education is almost more important than the education, her voice lowered and when she comes to the words, by we, , her voice almost drop to a whisper.

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When she, and then when she changed in is says I am one of those who believe. So you find how her voice is continuously rising and falling. She does not speak on a level pitch.

Because if you speak on a level pitch you (sa) come across as very monotonous. Your experiences of listening to the lectures how often have you gone to sleep because someone was speaking at the level pitch. But you need to vary your volume . sometimes we use volume when



we increase our voices when we want to emphasize an important part and some times we we lower our voices when we want to emphasize the more important part of the passage or whatever we want to see.

Think of natural speech. In natural speech when you are excited or when you have something important to say you find that your voice rises, okay and otherwise you speak on low level tone. So it should be like that it should not be a monotonous volume, it should not be the same volume. You should change the volume. And now we have expert advice from Shubhangi.

Thank you. As mam correctly said that volume indicates the level of assertiveness. Also to act to that, volume is a very good indicator of emotions. So in this passage was fairly full of emotional content and we see that this is a passage where Indira Gandhi is going back to her childhood and she is reciting the conditions that she had been in, or the general scenario of the country where she is explaining the condition of the women. So, we can see going back and forth coming again to the current scenario. So these emotional changes are very well explained by again, pauses and volume .

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- What Educated Women can do

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So wherever she is depicting the condition of the women where it was not very promoting like there are sentences, like I still remember the days when living in Old Delhi even as a small child, even as a small child. That she is going back to her past, so there the volume is lowered. And then when she is expressing that there is a need to (16:04) the condition of women, she is

becoming louder. Like, in the sentences like, girls did not walk in the streets. First you had a saree with which you covered your head.

Then you had another shawl of something, so gradually the voice is, the volume is going up because gradually the condition, she is explaining is how the condition of women is not improving at all in fact deteriorating. In fact, despite the pardah system they had to be under covers. So, as she is moving on (inc) increasingly the volume is also depicting the intensity of the emotions. So volume definitely indicates assertiveness and a very very good indicator of emotion. The same sentence with the different levels of volume mean different things.

Try it yourself. Say just one sentence in different volumes. Even a request can mean different things in different volumes so if you say in the same tone by the way like, can I have a pen? Can I have a pen? So both the sentences were the same tone but just changing the volume, changes the meaning. The second one is not only more assertive but also indicates a more angry tone whether the person is annoyed. So that is what I mean by changes in volume.

Try to get this one of the speeches online, if you can because Mrs. Gandhi's example is a classic illustration of how someone who is very shy person, in fact when she was asked to speak she said, how was she going to address a crowd of thousands of peoples, and then people around her encouraged her speak and gradually she was able to say thousands of hundred, you know, lakhs of peoples by her speeches. So maybe if you can get whole of real speech. Some of us have lived long enough to have heard her speak but those of you had have not, maybe you can get one of her speech online. And try this out yourself.

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## Pace

Talk With Time, Not Against It If you are a high-energy person, you probably will not be able to permanently slow down your rate of speech. But you can learn to vary your rate. People live according to patterns or rhythms, usually structured around a work week and a weekend. Language is also rhythmic. It contains regular beats and pauses. Your language rhythm is an expression of your life's rhythm. If you are a slow speaker, you can consciously vary your rate to increase speed. Your speaking rate is similar to your rate while reading out loud. A slow speaker reads about 120 words per minute, while a fast speaker reads more than 190 words per minute.

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From volume we will move on to pace. How fast you speak or how slow do you speak. Remember in the (fa) first or the second lecture on (vo) voice and delivery we spoke about pace and I asked you to find out, do you speak very fast or do you speak very slow. Some of us speak very fast and some of us speaks very slow. What is the correct rate? So they say that anything between 125 to between 150 words a minute is acceptable. Lower than that you sounds very monotonous. If you (spea) try to squeeze in more words than 125 or 150 it come across as unclear.

So how to use pace. Talk with time, not against it. If you are a high energy person you probably will not be able to (per) permanently slow down your rate of speech. But you can learn to vary your rate. See you have to find your base. I remember I had the student in IIM very feisty and very effervescent kind of young women. Who came across as a very high energy person. So when she came to do the interview I found she is not her real self because she is trying to speak in a very calm, very measured, very slow manner. Now, she got the calm effect which she wanted to project she across as very calm and composed.

But at the same time her personality was lost. You know the bubbly effervescent person that she was, it did not come across. So you find your ways and see what you can do best with your pace. Do not try to speak very fast if you speak naturally very slow. Do not try to speak very slow if you speak fast but try to find a kind of balance between the two.

So people live according to the patterns or rhythms usually structured around a work week and a weekend. Think of languages as also rhythmic. We think of dance, we think of music, we think of poetry as rhythmic, but we do not think of languages as rhythmic but language also has its rhythm. It contains regular beats and pauses.

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Your language rhythm is an expression of your life's rhythm. If you are a slow speaker you can consciously vary your rate to increase speed. Your speaking rate is similar to your rate while reading out loud. A slow speaker reads about 120 words per minute while a fast speaker reads more than 190 words per minute.

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Read the following passage in your everyday speaking style. Don't attempt to read interpretively or use vocal variety. A slash (/) occurs at 50-word intervals. Use a stopwatch or a watch with a second hand to time yourself and determine your speaking rate

• from THE U.S. PRESIDENT'S MESSAGE ON EDUCATION TO CONGRESS, JANUARY 29, 1963

Education is the keystone in the area of freedom and progress. Nothing has contributed more to the enlargement of this nation's strength and opportunities than our traditional system of free, universal elementary and secondary education, coupled with widespread availability of college education. For the individual, the doors to the / schoolhouse, to the library, and to the college lead to the richest treasures of our open society: to the power of knowledge - to the training and skills necessary for productive employment - to the wisdom, the ideals, and the culture which enrich life - and to the creative, self-disciplined understanding of / society needed for good citizenship in today's changing and challenging world. For the nation, increasing the quality and availability of education is vital to both our national security and our domestic well-being. A free nation can rise no higher than the standard of excellence set in its schools and colleges. / Ignorance and illiteracy, unskilled workers and school dropouts - these and other failures of our educational system breed failures in our social and economic system: delinquency, unemployment, chronic dependence, a waste of human resources, a loss of productive power and purchasing power, and an increase in tax-supported benefits. The loss of / of only one year's income due to unemployment is more than the total cost of twelve years of education through high school. Failure to improve education performance is thus not only poor social policy, it is poor economics. At the turn of the century, only 10 percent of our / adults had a high school or college education. Today, such an education has become a requirement for an increasing number of jobs. Yet nearly 40 / percent of our youths are dropping out before graduating from high school; only 43 percent of our adults have completed high school; only 8 / percent of our adults have completed college; and only 16 percent of our young people are presently completing college. As my Science Advisory Committee has reported, one of our most serious manpower shortages is the lack of Ph. Ds in engineering, science, and mathematics; only about one-half of 1 / percent of our school age generation is achieving Ph. D. degrees in all fields. This nation is committed to greater investment in economic growth; and recent research has shown that one of the most beneficial of all such investments is education, accounting for some 40 percent of the nation's / growth and / productivity in recent years. It is an investment which yields a substantial return in the higher wages and purchasing power of trained workers, in the new products and techniques which come from skilled minds, and in the constant expansion of this nation's storehouse of useful knowledge. In the new age of science / and space, improved education is essential to give new meaning to our national purpose and power. In the last 20 years, mankind has acquired more scientific information than in all of previous history. Ninety percent of all the scientists that ever lived are alive and working today. Vast stretches of the / unknown are being explored every day for military, medical, commercial, and other reasons. And finally, the twisting course of the cold war requires a citizenry that understands our principles and problems. It requires skilled manpower and brain power to match the power of totalitarian discipline. It requires a scientific effort which / demonstrates the superiority of freedom. And it requires an electorate in every state with / sufficiently broad horizons and sufficient maturity of judgment to guide this nation safely through whatever lies ahead. John F. Kennedy

Now let us read the following words passage in your everyday speaking style. Do not attempt to read interpretively or use vocal variety. A slash occurs in at 50 words intervals. Use a stopwatch or a watch with a second hand two time yourself and determine your speaking rate. This is from the US presidents message on education to the Congress on January 29, 1963. This is John .F. Kennedy itself.

Education is the key stone in the area of freedom and progress. Nothing has contributed more to the enlargement of this Nation's strength and opportunities than our traditional system of free Universal elementary and Secondary Education, coupled with wide spread availability of college education. For the individual, the doors to the school house, to the library and to the college lead to the richest Treasures to our open society to the power of knowledge, to the training an skills necessary for the productive employment, to the wisdom, the ideals and the culture which enrich life and to the creative self-disciplined understanding of the society needed for good citizenship in today's changing and challenging world.

For the nation increasing the quality and availability of education is vital to both our Nation security and our domestic well-being. A free nation can rise no higher than the standard of excellence set and its school and colleges. Ignorance and illiteracy, unskilled workers and school dropouts, these and other failures of our educational system breed failures in our social and economic system. Delinquency, unemployment, chronic dependence, a waste of human

resources, a loss of productive power and purchasing power and an increase in tax supported benefits.

The loss of only 1 year's income due to unemployment is more than the total cost of 12 years of education through High School. Failure to improve education performance is thus not only poor social policy it is a poor economics. At the turn of the century only 10% of our adult had a high school or (e) college education. Today, such an education has become a requirement for an increasing number of jobs. Yet 40% of our youths are dropping out before graduating from high school. Now only 43% of our adult having completed high school.

Only 8% of our adult have completed college and only 16% of our young people are presently completing collage. As a science advisory committee has reported one of our most serious man power shortages is the lack of PhD's in engineering, science and mathematics. Only about one half of 1% of our school age generation is achieving PhD in all degrees. Thus, we see that it requires a scientific effort which demonstrates the superiority of freedom and it requires an electorate in every state with sufficiently broad horizons and sufficient maturity of judgement to guide this nation safely through whatever lies ahead.

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## Speaking

If you're a fast speaker (over 150 words per minute), take a full two seconds to say each of the following words:

- droopy roar lovely glimmer rustle lonely
- crash grumble snowflake sluggish stroll fluffy
- gloomy luscious merry passion hush happy
- sputter murmur stretch moan lover delicious
- grisly rumble

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Okay. Now we will show you some tricks. If you are a fast speaker. This was almost perfect incidentally. She managed 125/minutes. I was timing her and it was almost 125 words a minute. Try this, take a full two seconds to say each of the following words. Droopy, roar, lovely,

glimmer, rustle, lonely, crash, grumble, snowflakes, sluggish, stroll, fluffy, gloomy, luscious, merry, passion, hush, happy, sputter, murmur, stretch, moan, lover, delicious, grisly, rumble.

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## Speaking

If you're a slow speaker (less than 120 words per minute), say each of the following words rapidly:

- flick glib tip
- snap clip nit
- flip chip snit
- pip blip fib
- flit dip glint
- bit snit click
- Write a one-page composition describing your daily activity. Then read it aloud. If you are a slow speaker, read it as rapidly as you can. If you are a fast speaker, lengthen the time you spend saying each word.

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Now come to, if you are slow speaker, say each of the following words rapidly. Flip, glib, tip, snap, clip, nit, flip, chip, snit, pip, blip, fib, flit, dip, glint, bit, snit, click. You can try this out. Write a 1 page composition describing your daily activity. Then read it aloud. If you are a slow speaker read it as rapidly as you can. If you are a fast speaker, lengthen the time you spend saying each word.



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## Pause Variety

- Read the following selection and pause at each dash. Then take a selection from a book, magazine, or newspaper and do the same.
- *Gone Forever*
- "Here I sit amongst the long grasses and the reed, in a solitary place, where my breath is freed, on an Indian Summer's evening on the lake bed, autumn has come, yet the warmth has not fled. Blazing orange skies, are mirrored to reflect, I cannot imagine a scene being any more perfect, as I looked up, an unfallen leaf caught my gaze, spotlighted in the sun's last golden rays. I noticed this crimson leaf as it began to wave, the end of a short life that I could not save, then swept away suddenly by the wind's rake, and ripples formed as it landed on the still lake. The leaf was carried away and my eyes followed, then drowned by the water's surface and swallowed, windy fingertips tugged it from the branch to sever, existing once, like today, and then was gone forever. "

Now we move to pause. Whether to pause or not. Let us question to be or not to be, to pause or not to pause. Some of us do not pause at all and some of us pause for so long that people think (hav) have we gone to sleep. Now pause is very effective substitute for non-words. Many of us when we are stuck for words we use non-words and these non-words are very irritating for the person who is listening to you. you have to find out what is your non-word. High school girls, their favorite non-word is like.

Every sentence they say, it is punctuated with like you know what, like I was going, like I was going, like you know he was so good, so it is you know, like and somebody I know, somebody I know used, what is its name, if you have read your Salman Roshni there is a character who uses the term what is its name as a non-word. In Hindi it is, 'Kya naam lete hai?' in Punjabi it is, 'Ki naal leday?' and (ha) my favorite person, my uncle used punctuate every word with, 'Ki naal leday?' What do you say? So you have to find your own non-word.

In Hindi we use word 'Takiya Kalam' to talk about non words but the substitute for non-word is whenever you find yourself using non-word, stop. Instead of non-word use pause. We know some of leaders, some speakers some very well-known auditors. Think of Atal Bihari Vajpayeeji. How he used pause to enact. Now remember, you think when you pause people are bored are you feel nervous that people are not listening to you. No you give the opposite impression. You give



the impression that you are thinking, you are thoughtful, or you give the impression of giving emphasis to the part of information you are emphasizing.

So read the following selection and pause at each dash. We have not marked the dashes for you, we will mark it for you and send it to the activity. Then take a selection from a book, magazine or newspaper and do the same.

Gone forever. Here I sit amongst the long grasses and the reed, in a solitary place where my breath is freed, on an Indian summer evening on the lake bed, autumn has come, yet the warmth has not fled. Blazing Orange skies are mirrored to reflect, I cannot imagine a scene been any more perfect as I looked up and an unfallen leaf got my gaze, spotlight it in the sun's last golden rays. I noticed this crimson leaf as it being to wave the end of a short life that I could not save, then swept away suddenly by the winds rake and ripples formed as it landed on the still lake.

The leaf was carried away and my eyes followed, then drowned by the water's surface and swallowed, windy fingertips tugged it from the branch to sever, existing once, like today and then was gone forever.

This was brilliant, because she (co) (compound) combined volume along with pause. Now you see one of the ways of using pauses, the guide is punctuation. So we are trained to pause after for a small time after a comma, a longer the time after full stop. But in addition to the (co) punctuation which is marked in the written passage. We also need to mark out the breath pauses because when we speak we need to take a breath. And if we do not take a breath pause, we get sucked.

You know our voice comes out because you are unable to breathe which I tend to do because I get so excited and start talking so (la) fast that I forget to pause for breath. So the voice is not clear. You need to use breath pauses, the way she used. first she uses pause after here I said and after and the Reed in the solitary place, where she was using punctuation but when she said here I sit, there was no punctuation. She broke up the sentence into breath pauses.

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## Pause Variety

- Read the following selection and pause at each dash. Then take a selection from a book, magazine, or newspaper and do the same.
- *Gone Forever*
- "Here I sit amongst the long grasses and the reed, in a solitary place, where my breath is freed, on an Indian Summer's evening on the lake bed, autumn has come, yet the warmth has not fled. Blazing orange skies, are mirrored to reflect, I cannot imagine a scene being any more perfect, as I looked up, an unfallen leaf caught my gaze, spotlighted in the sun's last golden rays. I noticed this crimson leaf as it began to wave, the end of a short life that I could not save, then swept away suddenly by the wind's rake, and ripples formed as it landed on the still lake. The leaf was carried away and my eyes followed, then drowned by the water's surface and swallowed, windy fingertips tugged it from the branch to sever, existing once, like today, and then was gone forever. "

And as she went lower, look at the way she uses long pauses when she says, 'I could not save by the wind rake as it landed on the lake'. So by the time you came here swallowed she was using long pauses and she was compiling the long pauses along with volume to get the effect. I wonder if you could explain the notion of breath pause.

Yes definitely. As we speak, and we are breathing you do not really are aware of breathing. it happens it occurs very spontaneously. But if you try to speak very fast what happens is that the words which need to be emphasized maybe we were just rush through them because we did not breathe enough, because the voice comes (exa) from right from the chest. It is a chest voice in which we talk. So the continuous flow of air is very necessary. The lungs get filled with air and if you try to speak very fast sometimes the lungs. At one point of time, the lungs will need the air back and may be.

Say for an example if I talk continuously and do not stop for any kind of breath as I am doing now, see, I have to breathe. I have to just stop for a breath because I was not normally breathing, I used once stretch. I used one half of the air that was there in my lungs to continuously speak. So it not only (hi) hinders and understand the meaning of whatever is being said, what I want to deliver. It also creates a difficulty in producing the correct volume, producing the correct pause both. So we need to stop for breath pauses in order to you know (sp) speak effectively and to deliver the meaning properly.

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## Inflection

- Inflections comprise another important characteristic of speaking. An inflection is a raised pitch – a high note used to add emphasis to a word. A single change in inflection may often change the meaning or implication of a sentence, as illustrated in the following example:
- *I was born in India* (You, on the other hand, were born somewhere else.)
- I *was* born in India (How dare you imply that I wasn't?)
- I was *born* in India (I'm a native – not a newcomer.)
- I was born *in* India (Not outside India.)
- I was born in *India* (Not in Bangladesh)

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Now we come to inflection. Inflections compromise another important characteristic of speaking. An inflection is a raised pitch, a high note used to add emphasis to a word. A change in inflection may often change the meaning or implication of a sentence as illustrated in the following example. I was born in India, I was born in India, I was born in India, I was born in India, I was born in India. How do we choose, how do we use pitch?

Here we are using emphasizing the different words. In inflection basically as mam said that inflection is a change in the characteristic of the speaking. Suddenly change the tone, the pitch. So as you speak with the raised pitch and emphasize a particular word the entire meaning of the sentence changes. The basic meaning remaining the same, the emphasis changes. So here like, I was born in India, I not you.

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So I was born in India how dare you say I was not, I was, I definitely was born in India. So there is, I definitely was is, definitely is missing in the sentence but emphasizing or a (raise) raised pitch on was is indicating that I definitely was born in India. And I was born in India. Can you illustrate that using a nonsense syllable? How we use pitch in the nonsense syllable like in music how would you raise your pitch?

Okay. Like in music also when we use pitch in music it is little different from speaking because in music there are different tones. So when you raise the pitch again, especially in (36:24) like opera, gradually we raise the pitch and a higher pitch, we go to the higher pitch only when we again want to emphasize or the intensity of emotion is very high. So if you raise the pitch like say for example, the pitch actually indicates a lot of emotion like the songs, the music which have a basic notes like aaa, aaa, hmmm. We say that these is a very dark kind of music.

But as you go higher like haaa, haaa, haaaa. May be you want to express something very deep or it higher pitch can also express something dark. It is not that only it expresses something with but whatever it is it will be very intense if the pitch is very high. And generally female voices have high pitch. So songs and music with that kind of quality are generally sung by females.

So you might have seen, say for an example, the patriotic songs, towards the end of the song it goes to a very high pitch like if you heard this particular song from the movie Roja there is Bharat Humko Jaan Se Pyara Hai, starts with a very low. Bharat Humko Jaan Se Pyara Hai, so

very soft but then it raises to the higher pitch, Kashmir se Gujarat Tak it is a very high pitch it goes to very high pitch. So it indicates the kind of vigor or energy.

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**"Paralanguage" means short sounds that are used to show your feeling.**

Uh-oh  
Ah hah!!!  
Mmmmm,  
Tsk! Tsk!  
Oops!  
Shhh...  
Uh-huh  
Humph!  
Hah!  
Huh-uh.  
Whew!  
Phew!  
Hmmm.



Thanks. So we conclude with inflection we talked about paralanguage where you can use only sounds to express your what you want to say. You do not even need to use words. Without the use of words you can use certain sounds to convey your attitude to how you feel. And we will (co) conclude this with practicing some of these non-words to express certain emotions using or certain attitude using intonation. Uh-oh, Ah hah, Mmmmm, Tsk! Tsk!, Oops!, Shhh., Uh-huh, Humph!., Hah!., Huh-uh, Whew!., Phew!., Hmmm.

Shubhangi how about you doing it in different way? Maybe I can try. Each of the word nowadays it is very much used in the conversation because now we are gradually moving to texting and we use these things when we are chatting on either Facebook or WhatsApp or other messenger or whatever. So expressing yourselves becomes very difficult when you are not face to face. So these words you know, comes to rescue because while reading you will read like Uh-oh. So there is a tone, ok.

There is a tone to it, Uh-oh something wrong has happened, Uh-oh. Then Ah hah, ok. So appreciating something. Then Mmmmm, thinking something, so it is like thoughtful something like hmmm hmmm, it is like the last one. So that is so common while texting. Then.

Could you do it? Hmmm.

It also indicates something either something, oh something fishy going on or maybe, okay great. So there is a lot of paralanguages something, para means beyond so it goes beyond language. Even without using language you are actually expressing a lot.

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**"Paralanguage" means short sounds that are used to show your feeling.**

Uh-oh  
Ah hah!!!  
Mmmmm,  
Tsk! Tsk!  
Oops!  
Shhh...  
Uh-huh  
Humphf!  
Hah!  
Huh-uh.  
Whew!  
Phew!  
Hmmm.



So then we come to oops, then shhh, Uh-huh, Uh-huh ok Uh-huh it is like I am listening, ya continue. Then, humphf! It is like an (irri) irritable sound. Then Hah! Hah! Really ok. Then Huh-hu, then whew! Ok its appreciating, it is surprising, great. Then phew! Thank god the exam is over. So this phew will act a lot of emphasis to that. Hmmm... is the most common paralanguage that we use while talking.

Now why do not you try it out yourself using tone to express feeling when we say we did not like the tone of someone's voice, we like the tone of someone's voice. You can do it on your own using these nonsense syllables and if you are stuck, try listening to my favorite song which uses this very well. Listen to Guru Naal Ishq Mitha, Malkit Singh and try to do different aye hai's and see how one can use just the tone to indicate different meanings using nonsense syllables. You want to try it out? Aye Hai.

O Guru Naal Ishq Mitha, aye hai! O Guru Naal Ishq Mitha, oye hoye! Something like that. Thank you. Thank you so much.