

**GOVERNMENT J. THANKIMA COLLEGE
SPOKEN ENGLISH CLASS**

**BROCHURE
“LET’S TALK IN ENGLISH”**

Prepared by
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Introduction

The importance of English language in the present day cannot be ignored or denied. As an international language it has made the world a global-village and gives a global language for communication. It is now more than ever that English has become a language of opportunity and advancement.

However, in a remote area like Mizoram, the proficiency level of Mizo learners in English is rather low which may be partly attributed the influence of the mother tongue, and partly to other factors like methods and strategies of teaching, lack of exposure to the language as it is a unilingual society where everyone can communicate in Mizo and the need for other languages is almost non-existent.

It is safe to say that more than 70% of the students at Govt. J. Thankima College are from rural areas, with very little exposure to and usage of the target language i.e. English. The Course "**Let's Talk in English**" is designed by the English Department, GJTC to help learners overcome their fear of English language and to help them think and speak in English. The Course designed is a collection of activities and exercises that have been adapted to meet the needs of the learners of the College. Though the materials focus on developing various language skills, the main focus is given to speaking English as Grammatical Usage and Writings have been thoroughly incorporated in the Mizoram University English Foundation Course Syllabus.

Language skills can be developed in the learners by providing them opportunities for actively processing and using the language on their own. The focus must be on the learner – how often and how well he/she can use English. The teacher needs to function as an organizer and a facilitator in the classroom and provide the learners opportunities for language use.

Instructional Objectives:

1. The student understands English when spoken to at normal conversational speed
2. The student speaks English correctly
3. The student reads aloud English passages and poems correctly
4. The student reads English silently with comprehension
5. The student writes English correctly
6. The student acquires knowledge of the elements of English language
7. The student develops an interest in English

Units:

Unit I	:	Introducing Yourself
Unit II	:	Starting a Conversation
Unit III	:	English Vowel Sounds
Unit IV	:	Discussion/Conversation
Unit V	:	English Diphthongs
Unit VI	:	Describing/ Expressing emotions
Unit VII	:	English Consonant Sounds
Unit VIII	:	Expressing Opinions
Unit IX	:	Homophones
Unit X	:	Word Stress
Unit XI	:	English at Specific Places
Unit XII	:	Debate
Unit XIII	:	Elocution
Unit XIV	:	Story Telling
Unit XV	:	Writing Personal Memoir

UNIT I INTRODUCING YOURSELF

General Tips

The tips listed here will apply to almost every situation where you need to introduce yourself. We'll get more specific later, but for now, let's focus on the things you can do every time you need to introduce yourself to somebody new:

- **State who you are clearly.** Try not to mumble or else the person you're introducing yourself to might have to ask again... and again... and again... until they simply smile and nod without ever knowing what your name is.

- **Be friendly.** Even in formal situations, you can be friendly. Saying something like "Hi there, I'm..." with a smile says a lot about you. You seem confident and easy to talk to. If you were in a very formal setting you might say "Hello, I am..." the point is you should introduce yourself in a way that is approachable. Very formal settings might require you to use 'proper' English (no contraction's etc.) but in most other areas shortening words is fine.

- **Know your audience.** It doesn't matter if you're speaking to one person or a thousand, knowing your audience is key. Obviously, if you're introducing yourself, you don't *know* the person, but from context you should have an idea about how they are going to be.

- If you are sitting when you first meet somebody you are going to introduce yourself to, then it's **always best to stand** if you are able. It's often seen as the polite thing to do, so it's a way that you can use body language to impress the person you are introducing yourself to.

Activity 1. Learners are to introduce themselves using at least five points from the cues below.

Let Me Introduce Myself

- * Hi, my name is ...
- * I come from ... (country)
- * I live in ... (city)
- * I'm ... (age)
- * There are ... people in my family. They are ...
- * I'm a student at ...
- * My major is ... (majors)
- * My favorite subject is ... (subjects)
- * My hobbies are ...
- * In my free time, I also enjoy ... (sports)
- * I (don't) like / dislike / hate ...
- * My favorite food / drink is ...
- * I like ... (movies)
- * My favorite singer / band is ...
- * I sometimes go to ... (places) / I like it because ...
- * I study English because ...
- * I've been learning English for / since ...
- * I would like to be a / an ... (jobs) because ...



Subjects

- | | |
|------------|-----------|
| Physics | Biology |
| Math | English |
| Music | Geography |
| Science | Chemistry |
| Literature | - |

Majors

- | | |
|------------|------------|
| Accounting | Marketing |
| Arts | Journalism |
| Economics | Sociology |
| History | Philosophy |
| Humanities | - |

Movies

- | | |
|---------|----------|
| Action | Drama |
| Comedy | Thriller |
| Romance | Cartoons |
| Horror | - |

Sports

- | | |
|------------|---------|
| Volleyball | Cycling |
| Badminton | Running |
| Tennis | Fishing |
| Yoga | - |



Because

- I have had a beautiful memory here.
- This is one of the most beautiful places I have visited.
- It's very important and necessary.
- I love to improve my English skills.
- I want to learn more about this language.
- I love this job.
-

Hobbies

- Reading books / newspapers
- Playing computer games / badminton / tennis
- Surfing the Internet
- Collecting stamps / coins
- Listening to music
- Chatting with best friends
- Go shopping / camping
-

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UNIT II

STARTING A CONVERSATION

Conversation Tip #1: Be Friendly!

The first key to feeling relaxed and getting over your fear is to have a good time and be friendly.

Smile and enjoy the experience of meeting someone new. If you can relax and enjoy getting to know someone, then that will be felt by the other person and it will put them at ease.

Talking with someone who is super serious and has a grave expression is rarely enjoyable, so why put someone else through that? Relax your face and turn that frown upside down! Talk to people as you would talk to a friend, and they may just become one.

Conversation Tip #2: Take the Pressure Off

A lot of fear around starting conversations comes from putting pressure on yourself to have a certain result from the conversation. So, stop having specific expectations about what will happen! Whatever happens, happens.

Don't expect anything from yourself or the other person other than getting to know them a little better.

Also, don't force a topic or be aggressive in what you're trying to say. That type of energy is a turn-off to someone you've just met. Let the conversation flow naturally.

Finally, realize that you don't need to become best friends with your conversation partner.

Conversation Tip #3: Remember, the World Doesn't Revolve Around You

Don't make the conversation only about yourself. Try to ask questions about the other person's life. Only interject things about yourself when they are actually relevant to the topic.

What if they ask you a question about yourself? Answer it. But then ask them the same question.

Often people ask questions they secretly want to be asked themselves, so turn the question around and see what your conversation partner has to say.

The most important thing is to not be forceful or seem desperate. Bring things up naturally and casually. People should never feel pressured to talk with you, so help them feel comfortable.

Conversation Tip #4: Be Honest

When asking questions or talking about something, don't make something up just because you memorized a particular phrase.

For example, don't say "I love cats too!" if you actually hate cats. Or avoid saying "My uncle works in a factory" when you don't even have an uncle, let alone one that works in a factory.

Make sure you say things that are true, even if it means searching for the words you need. Otherwise, you could end up in a really awkward situation.

Conversation Tip #5: Avoid Closed-Loop Questions

Questions that can only be answered with "yes" or "no" are called *closed-loop questions*, because they close down the conversation.

Open loop questions work much better when your aim is to keep a conversation going.

Let's look at the difference between these through a couple of examples.

Instead of asking the closed question “Do you like apple juice?”, ask the open question “What is your favourite type of juice?”

Or, instead of asking “Do you like spaghetti?”, you can ask “How often do you eat Italian food?”

Open-loop questions invite further discussion, whereas a “yes” or “no” question usually only invites an end to the conversation.

Now that you have the right mindset, let's get into tips for having topics to talk about!

Activity 1. Work in pairs and ask and answer each other using the cues about families.

Making Conversations!



Hello / Hi / Alright

How are you? / How are you today?
I'm fine thank you. / I'm very well thanks,
and you?
I'm great! / Actually, I'm a bit sick today!

What's your name?
My name is George. / I'm George.
What's yours?

How old are you?
I'm 10 years old. / I'm 10
And you?

Where do you live?
I live in Paris.
What about you?



Where do you come from?
I come from London.
And you?

When is your birthday?
My birthday is on the first (1st) of April. / It's the first of April.
When's your birthday?

What year were you born?
I was born in 1970 (nineteen seventy). I was born in 2002 (twenty oh two / two thousand and two)
What about you?

How many brothers and sisters do you have?
I have (I've) got 1 big brother and 2 little sisters. I've got 1 brother and no sisters. I don't have any brothers or sisters.
And you? How many brothers and sisters do you have?

What's your favourite subject at school?
My favourite subject is maths. / It's maths / technology / science / art / French / geography / history / Spanish / English / P.E.
What about you?

Do you have any pets?
Yes, I have (I've) got 1 big, black dog and a goldfish. / No I don't (do not) have any pets.
Have you got any pets?

What is (what's) your favourite colour?
My favourite colour is red.
And you?

What food do you like?
I like bananas, but I love mangoes.

What food don't you like?
I don't like chips, but I hate chocolate!

What sports do you like?
I like swimming and rugby.

What sports do you do?
I play rugby and I dance.

What's your favourite T.V. show?
I love watching The Simpsons.
What about you?

What's your telephone number?
It's 05 63 22 18 74
What's yours?

What's your email address?
It's funschool@live.fr
That's f u n s c h o o l a t l i v e dot fr
(- hyphen /dash, @ at, . dot, _ underscore)

Are you on Facebook / Twitter / Skype?
Yes, my account is I'll message you later!

It was nice to meet you / Nice to meet you too! / Great to meet you / You too / Let's keep in touch. / Definitely /

Goodbye / Bye / See you / So long / See you later / See you soon / See you next week / See you on Saturday.



Can you think of any more questions?

Activity 2. Work in pairs

16 Question Strips LEISURE ACTIVITIES



- How much free time do you have each week? Is it enough?
- How much free time do you have today? Is it enough?
- Do you think most people have enough free time?
- Do people have more free time than 100 years ago?
- Will people have more free time in the future? Why? / Why not?
- What do you like to watch on TV in your free time?
- What do you like to read in your free time?
- Why is having too much free time a bad thing?
- What exercise do you do in your free time?
- What did you do for fun last weekend?
- What is your favorite hobby? Why do you like it?
- When was the last time you saw a movie in a movie theater?
- About how many hours do you go on-line each day?
- What do you plan to do for fun next weekend?
- Do you have any free time after this class?
- Do you ever study English in your free time? Why? / Why not?

Activity3. Work in groups, and one member should make a note and read out the average answers.

16 Question Strips

PLACES AROUND TOWN



- About how many people live in your town or city?
- About how old is your town or city?
- Where is your favorite shopping place?
- Where is your favorite park?
- Where is your favorite movie theater?
- Who is the mayor of your town or city?
- What are three good things about your town or city?
- What are three bad things about your town or city?
- Is it better to live downtown or in the suburbs? Why?
- Do you prefer living in a small town or a big city? Why?
- Do many tourists visit your town or city? Why? / Why not?
- Who are some famous people in your town or city?
- What are three fun things to do in your town or city?
- How was your town or city different 100 years ago?
- How will your town or city be different 100 years in the future?
- Where is the most beautiful part of your town or city?

16 Question Strips

FAMILY



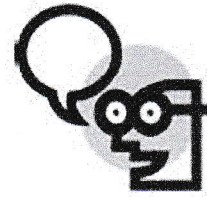
- How many people are there in your family?
- Tell me about the oldest person in your family.
- Tell me about the youngest person in your family.
- Having many children or only one child: which is better? Why?
- What is the best age to get married? Why?
- How many aunts and uncles do you have? Where do they live?
- How many cousins do you have? Where do they live?
- Describe a fun family activity.
- How were families different 100 years ago?
- How will families be different 100 years in the future?
- Will you always live with your parents? Why? / Why not?
- Who do you look like most in your family? How?
- Who is the funniest person in your family?
- Do you enjoy going to weddings?
- Why do people decide to have kids?
- What is the best way for families to be happy together?

Activity 4. Work in groups. Each learner should answer each question.

TOPICS DISCUSSION

DAILY ACTIVITIES

Student 'A'



- *Discuss the questions below with your partner.*

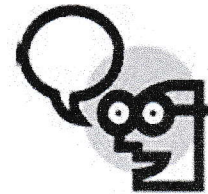
1. What time do you usually go to bed at night? Should you go to bed earlier?
2. What do you often eat for breakfast? Do you think it's healthy food?
3. What time do you arrive at school or work? Are you ever late?
4. What time do you eat lunch? Do you eat alone or with other people?
5. What time do you get home after school or work? Are you tired when you get home?
6. What's your favorite TV show? Why do you like it?
7. How much time do you spend on-line each day? Is it too much?
8. What time do you usually eat dinner?
9. What hobbies do you have? What's your favorite hobby?
10. How do you like to relax in the evenings?

A

TOPICS DISCUSSION

DAILY ACTIVITIES

Student 'B'



- *Discuss the questions below with your partner.*

1. What time do you usually get up in the morning?
2. What do you often eat for lunch?
3. How do you travel to school or work (bus, taxi, ...)?
4. Where do you eat lunch? What do you usually eat for lunch?
5. What do you like to do after school or work?
6. How many hours of TV do you usually watch each day? Is it too much?
7. What's your favorite website? Why do you like it?
8. Can you cook? How often do you cook dinner?
9. Tell me about your best friend? How often do you see him / her?
10. What time do you go to bed at night? Do you think you should go to bed earlier?

UNIT III ENGLISH VOWEL SOUNDS

i: sheep bean heel meal peel cheap seat eat leek cheeks
I ship bin it sit lick chicks bit kit ill pill

See the difference

Sheep ship; bean bin; eat it; seat sit; leek lick; cheeks chicks
e pen Ben ten peg bell cheques set ten pet
æ man axe pan sad bag Brad jam bad hat sack

See the difference

Pen pan; men man; said sad; gem jam; pet pat; bed bad
ʌ cup hut suck bun bug hug mud hung run nut
a: heart carp cart barn march clerk car smart

See the difference

Cup carp; hut heart; cut cart; bun burn; much march; cluck clerk
ɒ hot cot pot sock top box clock body box doctor
ɔ: ball dawn cord caught port forks sports short roar water

See the difference

Spot sport; pots ports; cod cord; shot short; rod roared;
ʊ book put cook good look rook could pull full
u: boot Luke pool fool boot foolish tool tooth shoe

See the difference

Look Luke; pull pool; full fool; foot boot
ɜ: girl fur turn pearl worm word work bird heard
ə about above ago aloof alone asleep water

**UNIT IV
DISCUSSION**

Activity 1. Divide yourselves into groups of four and discuss the questions, each person should answer at least four questions

**16 Question Strips
WEATHER**

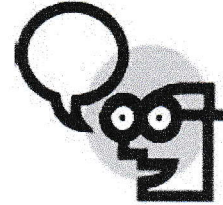
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- What is weather?
- What is the weather like today?
- What was the weather like yesterday?
- What do you think the weather will be like tomorrow?
- What is your favorite kind of weather?
- Does your town or city usually have good weather?
- Which do you like better: rain or snow? Why?
- Which city in your country has the best weather?
- What is a 'tornado'? Have you ever seen one?
- What is a 'flood'? Have you ever seen a flood?
- What is 'hail'? Have you ever seen hail?
- What is the difference between climate and weather?
- How is the climate on our planet changing?
- Would you like to be a TV weather reporter? Why? / Why not?
- Which do you like better: hot or cold weather? Why?
- How can you stay dry when you go out in rainy weather?

Activity 2. Work in pairs

TOPICS DISCUSSION ENVIRONMENT

Student 'A'



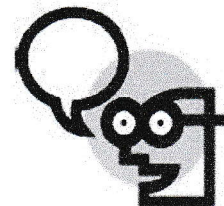
- *Discuss the questions below with your partner.*

1. What causes climate change?
2. How would climate change be bad for people and animals?
3. What kinds of energy can replace fossil fuels?
4. What kinds of things cause water pollution?
5. How will rising sea levels be bad for people?
6. What will happen if deforestation continues without stopping?
7. Is it possible for people to live without making any garbage? Explain your answer.
8. Should people protest what is happening to our environment? Why? / Why not?
9. How can you become an environmentalist?
10. How was the environment different 100 years ago?



TOPICS DISCUSSION ENVIRONMENT

Student 'B'



- *Discuss the questions below with your partner.*

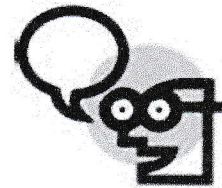
1. How can we stop or slow down climate change?
2. What kinds of things do people buy that are disposable?
3. What animals may soon become extinct? Why might they become extinct?
4. What kinds of things cause air pollution?
5. Is it possible to live in a world without plastic products? Explain your answer.
6. Explain what recycling is. Why is recycling important?
7. What can people do to protect wildlife?
8. What can you do today that will help our environment?
9. Why should we care about what happens to the environment?
10. How do you think the environment will be different in another 100 years?

Activity 3. Work in pairs

TOPICS DISCUSSION

EXERCISE and SPORTS

Student 'A'



- Discuss the questions below with your partner.

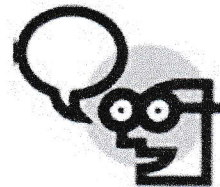
1. What is your favorite kind of exercise?
2. How much exercise do you get each week? Do you think you get enough exercise?
3. What are some examples of 'winter sports' that you can play in the snow or on ice?
4. Should schools give more time to students to play sports? Why? / Why not?
5. What are three examples of *team sports*? *Individual sports* (sports you play alone)?
6. What strange or unusual sports do you know about?
7. Do you know how to swim? Is a pool or a beach the best place to swim? Why?
8. What sports do you think are really boring?
9. Should older people stop exercising? Why? / Why not?
10. Did you do any exercise or play any sports yesterday? If 'yes', what kind?

✂

TOPICS DISCUSSION

EXERCISE and SPORTS

Student 'B'



- Discuss the questions below with your partner.

1. What kind of exercise do you hate? Why don't you like it?
2. Do you like to watch sports on TV? Why? / Why not?
3. Would you like to be a *professional athlete* (play sports as a job)? Why? / Why not?
4. What sport are you best at?
5. Do you prefer *team sports* or *individual sports*? Why?
6. What are the most popular sports in the world? Why are they so popular?
7. What is the best age for children to learn how to swim? Why?
8. Is lifting heavy weights a good way to get strong and healthy? Why? / Why not?
9. Baseball or football? Which is better? Why?
10. Are you going to do any exercise or play any sports tomorrow? If 'yes', what kind?

Activity 4. Work in groups and discuss the question cues provided.

16 Question Strips

CLOTHING and FASHION



- Do you like the clothes you are wearing now? Why? / Why not?
- What did you wear yesterday?
- Do you like to watch fashion shows on TV? Why? / Why not?
- Do you enjoy shopping for new clothes? Why? / Why not?
- Where do you usually buy your clothes?
- Compare clothes in your country with those of another country.
- Why do men wear neckties? Are they a good idea?
- Would you like to own a clothing store? Why? / Why not?
- Do you spend a lot of money on clothes? Why? / Why not?
- Does clothing look cute on animals? Why? / Why not?
- Do you ever wear jewelry? Why? / Why not?
- Do you ever wear a hat? Why? / Why not?
- Do you like to wear T-shirts? Why? / Why not?
- Do you plan to go shopping for clothes soon? If 'yes', where?
- How was fashion different 100 years ago?
- How will fashion be different 100 years in the future?












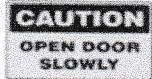








UNIT V
ENGLISH DIPHTHONGS

ei	pain	shade	tail	wait	taste	paper	gate	later
ai	fine	buy	sty	dine	like	kite	height	light
ɔɪ	boy	oil	boil	coin	toy	joy	noise	voive
aʊ	house	cow	brow	bow	grouse	town	how	ow!
əʊ	phone	bone	boat	woke	float	note	bowl	coat
ɪə	ear	beer	tear	pier	beard	dear	hear	fear
eə	chair	air	bear	pear	hair	tear	dare	Claire
ʊə	cure, pure, cur							

UNIT VI
EXPRESSING EMOTIONS

Activity 1. Work in groups. Each person should contribute and one team member should make the list.

What do you feel when..?

<p>Someone chews with mouth open.</p> 	<p>Someone bites their nails. <i>Don't Bite!</i></p> 	<p>Someone gossips.</p> 	<p>Someone licks their fingers while eating.</p> 
<p>Someone bites their lips.</p> 	<p>Someone picks in his nose/teeth.</p> 	<p>Someone spends too much time on the Internet.</p> <p style="text-align: center;">wifi</p> 	<p>Someone slurps food.</p> 
<p>Someone says stupid jokes.</p> 	<p>Someone swears a lot.</p> 	<p>Someone talks and eats popcorn loudly at the movies.</p> 	<p>Someone doesn't hold a door for the person behind them.</p> 
<p>Someone who is late all the time.</p> 	<p>Someone calls you in the middle of the night.</p> 	<p>Someone always interrupts you while talking.</p> 	<p>Someone is always on their phone at dinner.</p> <p style="text-align: center;">NO CELL PHONES!</p> 
<p>Someone drops litter in the street.</p> 	<p>Someone who always forgets to return things.</p> 	<p>Someone who burps loudly.</p> 	<p>Someone who talks super loud on the phone.</p> 

Collective.com

Activity 2. In groups of four, discuss and describe the cues provided

16 Question Strips

EMOTIONS



- How do you feel right now?
- How did you feel five minutes ago? Why did you feel that way?
- How do you usually feel when you get up in the mornings?
- How do you usually feel when you have an exam?
- Tell me about a time when you were surprised.
- What do you like to do when you feel bored?
- Tell me about a time you felt really scared.
- What kinds of things make you feel nervous?
- Tell me about a time you felt really happy.
- Is money more important than happiness? Why? / Why not?
- Is it better to show your anger or hide your anger? Why?
- Tell me about a time you felt embarrassed.
- What can you do to make yourself feel relaxed?
- Do you like to watch scary, horror movies? Why? / Why not?
- How did you feel yesterday? Why did you feel that way?
- Tell me about a time you felt really confused.

UNIT VII
ENGLISH CONSONANT SOUNDS

/p/	pin	pen	pan	pear	pie	pork	pot	people
/b/	bin	Ben	ban	baby	boy	bulb	blue	bottle
/t/	top	tip	tap	tooth	table	tell	ten	tomato
/d/	day	date	dine	find	differ	drain	drink	offend
/k/	king	kit	kin	kind	drunk	trunk	key	coke
/g/	gun	gone	dog	fog	goose	girl	glass	bag
/tʃ/	chin	chips	cherry	chop	catch	watch	choke	choose
/dʒ/	jeep	joke	gin	Jerry	large	age	jeans	agent
/f/	fan	fin	fine	leaf	laugh	fat	fill	feel
/v/	van	veal	vine	veil	view	leave	halve	
/θ/	thing	thin	path	think	thumb	thick	hearth	
/ð/	than	they	there	those	either	with	booth	
/s/	sip	sink	stay	still	stone	mouse	house	
/z/	zip	zoo	buzz	peas	prize			
/ʃ/	shoe	ship	sheep	ash	rush	push		
/ʒ/	measure		pleasure		garage	pressure		treasure
/m/	man	made	tame	lame	palm			
/n/	nose	nip	nit	tin	tone	lone	line	
/h/	hat	home	house	high	hills	behind		perhaps
/ŋ/	ring	king	bring	wing	thing	bang	wrong	
/l/	love	little	life	file	vile	tile	leave	
/r/	red	role	lore	fore	ring	bring	jar	
/j/	yellow	yolk	yak	yam	yes	years		
/w/	wet	water	watch	wealth				

UNIT VIII EXPRESSING OPINIONS

Expressing Personal Point of View

- I bet that
- I dare say that ...
- I gather that ...
- In my opinion...
- In my experience...
- As far as I am concerned, ...
- As far as I know...
- As far as I understand...
- As for me / As to me, ...
- As I see it...
- From my perspective
- From my point of view, ...
- I (strongly) believe that...
- I am not sure/certain, but...
- I am of the opinion that ...
- I am sure / I am certain that ...
- I'm absolutely convinced...
- I am sure/certain/convinced that...
- I am under the impression that ...
- I believe that...
- I guess that ...
- I have no doubt that ...
- I have the feeling that ...
- I hold the opinion/ view that ...
- I might be wrong but...
- I really feel that...
- I suppose
- I tend to think that...
- I think /consider /find /feel /believe /suppose /presume /assume that ...
- I would say that ...
- I'd like to point out that...
- I'd suggest that
- If you ask me...
- In my experience...
- It goes without saying that ...
- It's obvious to me...
- It is my impression that ...
- It seems to me that ...
- My impression is that ...
- My own feeling on the subject is that ...
- My view / opinion / belief / impression / conviction is that ...
- Personally speaking...
- Personally, I think...
- The point is that...
- To my mind, ...

- What I mean is...
- I don't know about other people, but I can say...

Three Ways to Give a Personal Opinion

Expressing a Strong Opinion

- I bet that
- I dare say that ...
- I'm absolutely convinced that...
- I'm sure that...
- I strongly believe that...
- I have no doubt that...
- There's no doubt in my mind that...
- ...

Expressing a Neutral Opinion

- I am not sure/certain, but...
- I think...
- I feel that...
- In my opinion...
- In my view...
- I tend to think that...
- I suppose that...
- It seems to me that...
- I must admit that I'm not sure...
- ...

Expressing a Subjective Opinion

- In my experience...
- I don't know about other people, but I can say...
- What I've found is...
- As I see it...
- If you ask me...
- In my experience...
- To my mind, ...
- As far as I am concerned, ...
- As far as I know...
- As far as I understand...
- As for me / As to me, ...
- ...

Expressing General Point of View

We use these words and phrases to express a general point of view:

- Some people say that...
- Many/Most people think/believe that...
- It is often said that...
- It is generally accepted that...
- Everybody knows that...
- According to scientists...
- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...
- The research seems to suggest...

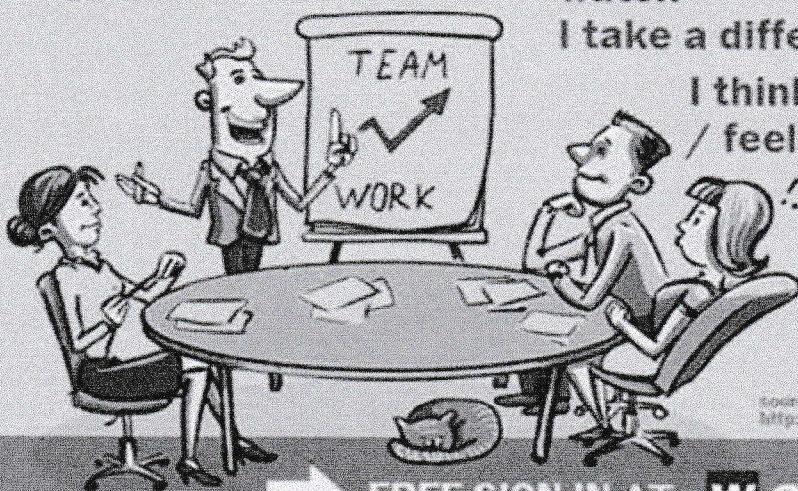
- Apparently...
- I've heard that...

POWERFUL PHRASES TO USE WHEN *expressing opinions*

In my opinion, ...
 In my eyes, ...
 To my mind, ...
 As far as I am concerned, ...
 From my point of view,
 As for me / As to me,
 My view / opinion / belief / impression / conviction is that ...
 I hold the view that ...
 I have no doubt that ...
 I am sure / I am certain that ...
 I gather that...

I agree with you / him I share your view.
 I think so.
 I have no objection.
 I approve of it.
 Fair enough
 I hold the same opinion.
 We are of one mind / of the same mind on that question.
 I think otherwise.
 I take a different view.
 I am afraid that is not quite true.
 This argument does not hold water.

I take a different view.
 I think / consider / find / feel / believe /
 / suppose / presume / assume that ...



sources:
<http://yvanbaptiste.pagesperso-orange.fr>



FREE SIGN IN AT

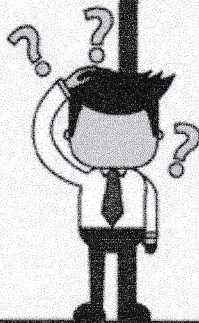
WORD Counter.net
 Every Word Counts

UNIT IX
HOMOPHONES

Words pronounced alike but having different meanings. Add more to the list.

HOMOPHONES IN ENGLISH

- Allowed - Aloud
- Altar - Alter
- Ant - Aunt
- Ate - Eight
- Ball - Bawl
- Band - Banned
- Bare - Bear
- Be - Bee
- Beach - Beech
- Bean - Been
- Beer - Bier
- Billed - Build
- Blue - Blew
- Bored - Board
- Break - Brake
- Buy - Bye
- Capital - Capitol
- Cellar - Seller
- Census - Sense
- Cereal - Serial
- Cite - Site
- Coarse - Course
- Council - Counsel
- Deer - Dear
- Die - Dye
- Discreet - Discrete
- Doe - Dough
- Dual - Duel
- Farther - Father
- Fir - Fur
- Flaw - Floor
- Flea - Flee
- Flew - Flue
- Flour - Flower
- For - Four
- Foreword - Forward
- Foul - Fowl
- Fair - Fare
- Genes - Jeans
- Great - Grate
- Hear - Here
- Heel - Heal



UNIT X WORD STRESS/WORD ACCENT

Words are made up of syllables: if a word has more than one syllable, all the syllables are not equally prominent: one of the syllables is more prominent than the others. For example, the word *telephone* is made up of three syllables *te + le + phone* but only the first syllable *te* is stressed, i.e. it is more prominent than *le* and *phone*. Stress in English words is fixed, i.e. the stress always falls on a particular syllable in a given word. For example, in the word *miserable*, the stress is on the first syllable *mis*, whether the word is said in isolation or in connected speech. But at the same time, stress in English words is free, i.e. it is not tied to any particular syllable in the chain of syllables constituting the word. For example, English words can be stressed on the first syllable as in *miserable*, on the second syllable as in *agree*, on the third syllable as in *understand* and so on. The more prominent syllables are called a *stressed or accented syllable* while the less prominent ones are called *unstressed or unaccented syllables*. A stressed syllable usually sounds louder and stronger than the unstressed one.

Longer words and compounds often have two or even more stressed syllable. The vertical bar placed just above the line at the beginning of the stressed syllable (e.g. 'noon in after'noon) indicates the primary stress or main stress. The vertical bar placed just below the line (e.g. after in ,after'noon) is a secondary stress.

Example: ,after'noon
 ,cigar'ette
 ,repr'e'sent

Rules of Word Stress

Here are a few rules of word stress:

Functional Shift of Stress

There are a number of words of two syllables in which the accentual pattern depends on whether the word is used as a noun, an adjective or a verb. When the word is used as a noun or an adjective, the stress is on the first syllable and when the word is used as a verb, the stress is on the second syllable as in:

<u>Noun/Adjective</u>	<u>Verb</u>
'absent	ab'sent
'object	ob'ject
'subject	sub'ject
'permit	per'mit
'record	re'cord
'progress	pro'gress
'produce	pro'duce
'perfect	per'fect
'increase	in'crease
'decrease	de'crease
'present	pre'sent

Words with Weak Prefix

A. Words with weak prefixes are accented on the root

a'rise	be'low	com'pose
a'lone	be'come	de'velop
a'loud	be'fall	re'duce
ad'mit	be'tween	
a'mount	be'gin	
a'part	be'hold	
a'float	be'lieve	
ac'cept	be'side	
a'bove		
a'bout		

B. Prefixes with negative connotations get stressed

'dis'loyal 'insin'cere 'il'logical
'half-'finished

C. Verbs of two syllables beginning with the prefix *dis-* are stressed on the last syllable

dis'arm	dis'may
dis'band	dis'pel
dis'cern	dis'miss
dis'close	dis'solve
dis'count	dis'tend
dis'grace	dis'turb
dis'guise	dis'tress

Verbs of two syllables

Verbs of two syllables ending in *-ate*, *-ise/-ize*, *-ct* are stressed on the last syllable

<u>-ate</u>	<u>-ct</u>	<u>-ize</u>	<u>-ise</u>
nar'rate	at'tract	cap'size	chas'tise
mi'grate	con'nect	bap'tize	com'prise
de'bate	de'pict		
lo'cate	in'fect		
pul'sate	in'ject		
vib'rate	se'lect		
	pro'tect		

Words ending in *-ion*, *-ic*, *-ical*, *-ially*, *-ian*, *-ious*, *-eous*

A. Words ending in *-ion* have the stress on the penultimate (i.e. the second last) syllable

appli'cation	civili'zation	compo'sition
conver'sation	exami'nation	qualifi'cation
intro'duction	imagi'nation	'question
sug'gestion	con'gestion	indi'gestion

B. Words ending in **-ic, -ical, -ically, -ial, -ially, -ian** have the stress on the syllable preceding the suffix

<u>-ic</u>	<u>-ial</u>	<u>-ially</u>	<u>-ian</u>
apolo'getic	me'morial	officially	Vic'torian
e'lectric	official	'specially	li'brarian
sympa'thetic	presi'dential	es'sentially	elec'trician
patri'otic	in'dustrial	super'ficially	mu'sician
scien'tific	resi'dential		poli'tician
	cere'monial		discipli'narian
	es'sential		
	super'ficial		

Words ending in **-ate, -ise/-ize, -fy, -ity, -cracy, -crat, -graph, -graphy, -meter, -logy**

A. words of more than two syllables ending in **-ate, -ise/-ize, -ify** are stressed on the ante-penultimate syllable (i.e. third from the end)

<u>-ate</u>	<u>-ise/-ize</u>	<u>-ify</u>
'complicate	'colonise	'justify
'separate(v)	'enterprise	'classify
'educate	'brutalise	'beautify
'cultivate	'patronise	'certify
ar'ticulate	'realize	'gratify
	'recognize	'modify
	mo'nopolize	'nullify
	'jeopardise	'satisfy

B. Words ending in **-ity** have the stress on the ante-penultimate syllable (i.e. third from the end)

a'bility	elec'tricity	possi'bility
ac'tivity	e'quality	proba'bility
curi'osity	gene'rosity	

C. Words ending in **-cracy, -crat** have the stress on the ante-penultimate syllable (i.e. third from the end)

<u>-cracy</u>	<u>-crat</u>
au'tyocracy	'autocrat
de'mocracy	'democrat
tech'nocracy	'technocrat
plu'tocracy	'plutocrat
aris'tocracy	'bureaucrat
bu'reaucracy	

D. Words ending in **-graph, -graphy, -meter, -logy** have the stress on the anti-penultimate syllable (i.e. third from the end)

<u>-graph</u>	<u>-graphy</u>	<u>-meter</u>	<u>-logy</u>
'autograph	pho'tography	ther'mometer	psy'chology
'paragraph	spec'trography	lac'tometer	bi'ology
'photograph	bi'ography	di'ameter	zo'ology
'spectrograph		pa'rameter	

Words stressed on the suffix

Words ending with the suffixes *-ain, -aire, -eer, -ental, -ential, -ese, -esce, -escence, -esque, -ique, -itis, -ee, -ette, -ete, -ade* are stressed on the suffix

<u>-ain</u>	<u>-aire</u>	<u>-eer</u>	<u>-ental</u>
ob'tain	millio'naire	engi'neer	experi'mental
main'tain	question'naire	vo'lunteer	funda'mental
per'tain		car'reer	acci'dental
re'frain		marke'teer	depart'mental
ascer'tain		mountai'neer	pa'rental
ex'plain			inci'dental
re'tain			
<u>-ential</u>	<u>-ese</u>	<u>-esce</u>	<u>-escence</u>
exis'tential	Bur'mese	coa'lesce	effer'vescence
provi'dential	Chi'nese	conve'lesce	ado'lescence
presi'dential	Assa'mese	acqui'esce	
<u>-escent</u>	<u>-esque</u>	<u>-ique</u>	<u>-itis</u>
ado'lescent	pictu'resque	phy'sique	neu'ritis
effer'vescent	gro'tesque	u'nique	arth'ritis
conve'lescent	bur'lesque	cri'tique	bron'chitis
		tech'nique	laryn'gitis
<u>-ee</u>	<u>-ette</u>	<u>-ete</u>	<u>-ade</u>
pay'ee	eti'quette	de'lete	barri'cade
adres'see	ciga'rette	re'plete	cas'cade
employ'ee	ga'zette	con'crete(v)	de'grade
absen'tee	silhou'ette	com'plete	lemo'nade
			pur'suade

Inflectional suffixes that do not affect the stress

The inflectional suffixes *-es, -ing, -ed* and the derivational suffixes *-age, -ance, -en, -er, -ess, -ful, -hood, -ice, -ish, -ive, -less, -ly, -ment, -ness, -or, -ship, -ter, -ure, -y, -zen*, do not normally affect the stress. Here are a few examples.

match	'matches	be'gin	be'ginning
want	'wanted	break	'breakage
ap'pear	ap'pearance	bright	'brighten
write	'writer	god	'goddess
care	'careful	child	'childhood
'coward	'cowardice	fool	'foolish
at'tract	at'tractive	aim	'aimless
bad	'badly	ap'point	ap'pointment
'bitter	'bitterness	'conquer	'conqueror
'fellow	'fellowship	laugh	'laughter
fail	'failure	blood	'bloody
'city	'citizen		

Accent in compound words

Most compound words have the primary stress on the first element. For example:

'blacksmith 'blackbird 'dinning-room 'tea-party

There are, however, a few compound words which have the stress on the second element. They are mostly compounds with *-ever* and *-self*. For example:

how'ever when'ever him'self her'self

Sometimes both elements are stressed, but the primary stress is on the second element. For example:

,after'noon ,old'fashioned ,absent'minded

In 'afternoon 'party, the primary stress shifts to the first syllable

In words of three elements the primary stress is on the second element. For example:

hot 'water bottle waste 'paper basket

Stress Shift

Stress shift is quite normal in derivatives. Here are a few examples:

a'cademy	aca'demic	acade'mician
'photograph	pho'tographer	photo'graphic
'politics	po'litical	poli'tician

UNIT XI
ENGLISH AT SPECIFIC PLACES

Activity 1. Role play. Work in pairs

A dialogue between a shopkeeper and a customer buying shoes

Transcript

Shopkeeper: Can I help you?

Customer: Yes please. I want some black shoes.

Shopkeeper: With laces or slip-on?

Customer: With laces please.

Shopkeeper: What size?

Customer: Ten I think but would you measure my foot?

Shopkeeper: Certainly! Yes it is ten. Now... how about these?

Customer: Well, they feel a bit tight here. Can I try a different pair of shoes?

Shopkeeper: Of course. Try these.

Customer: They're a better fit, but I don't like the colour. They are too shiny.

Have you got them in some other colour?

Shopkeeper: Yes we do. We have white, brown, grey and red.

Customer: Could I try on the white pair, please?

Shopkeeper: One moment. I'll grab the white ones for you..... There we go.

Customer: Thank you..... I like white better and they fit nicely. I'll take them!

Shopkeeper: Certainly. Anything else?

Customer: No, that's all. How much are they?

Shopkeeper: It comes to \$49.99. Would you like to pay by cash or card?

Customer: Card, please.

Shopkeeper: No problem..... Here's your receipt. Thank you and please come again.

Customer: You too. Bye.

Shopkeeper: Bye.



Activity 2. Work in pairs. Role Play.



The Shopping List

READ THE CONVERSATION BETWEEN AMY AND HER MUM. WRITE THE LIST OF FOOD AMY AND HER FATHER ARE GOING TO BUY IN THE SUPERMARKET ON THE PAPER BAG.

Mum: Hello?

Amy: Hi, Mum. It's Amy. Dad and I are here at the supermarket. We've got your list, and we're doing the shopping, but we've got some questions.

Mum: No problem, Amy. What do you want to know?

Amy: We've got the crisps and biscuits for my school snacks, but Dad and I don't know what type of oil to buy.

Mum: Get olive oil. I always cook with olive oil because it's the healthiest type of oil.

Amy: Right, olive oil. Now, should we get orange juice or fizzy drinks?

Mum: Get both. We'll have orange juice for breakfast and fizzy drinks with dinner tonight.

Amy: Speaking of dinner ... you're making beef with baked beans, right?

Mum: Yes, that's right. Beef with baked beans is your dad's favourite meal. It will be ready in half an hour, so please hurry. And don't forget the carrots. I want carrots for the salad. In fact, get about half a kilo of carrots.

Amy: Right, carrots and peppers are on the list and Dad's getting them right now. What about dessert? What's for dessert?

Mum: Would you like fruit salad or watermelon?

Amy: Watermelon is a great idea! Oh, Mum, I love watermelon but I don't know how to choose a good one.

Mum: Ask your dad to show you. He knows how to choose a perfect watermelon.

Amy: Dad, can you help me choose a watermelon? Mum, we're getting the watermelon. We'll just pay and come right home.

Mum: Get some popcorn, too, so we can have popcorn and watch a film on TV after dinner.

Amy: OK. See you soon.

Mum: Bye!



SHOPPING LIST

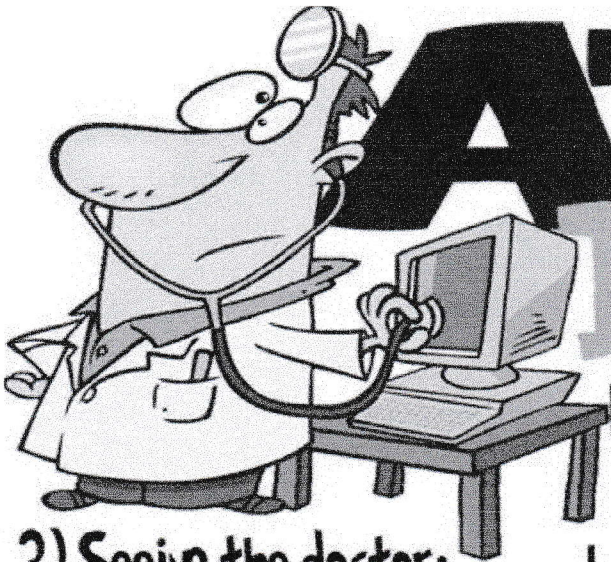
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

NOW ANSWER THE FOLLOWING QUESTIONS. WRITE COMPLETE SENTENCES.

1. What is Mum cooking for dinner?
2. When will dinner be ready?
3. What vegetable does mum need for the salad?
4. What desserts does Mum mention?
5. What is the family going to do after dinner?

ISLCollective.com

Activity 3. Work in pairs.



AT The Doctor's

2) Seeing the doctor:

Doctor: How can I help you? / What is the problem?
Patient: I have got a temperature/sore throat/headache etc.
Patient: I have got a pain in my back/chest etc.
Patient: I am asthmatic/diabetic/epileptic etc.
Patient: I am in a lot of pain./I have been feeling sick.
Patient: I have got diarrhoea.
Patient: I have got a lump/swollen ankle,leg etc.
Patient: I need another inhaler/some more insulin/some medicine etc.
Doctor: How long have you been feeling like this?
Doctor: Are you on any sort of medication?
Doctor: Do you have any allergies?
Patient: I am allergic to antibiotics.
Patient: I need a sick note.

3) Being examined:

Doctor: Can I have a look?
Doctor: Where does it hurt?
Doctor: Does it hurt when I press here?
Doctor: I am going to take your blood pressure/temperature/pulse.
Doctor: Could you roll up your sleeve?
Doctor: Your blood pressure is quite low/normal/high very high.
Doctor: Your temperature is normal/a little high/very high.
Doctor: Open your mouth, please.
Doctor: Cough, please.

1) At the reception:

Patient: I want to see a doctor.
Medical receptionist: Do you have an appointment?
Patient: Yes,I have an appointment at 3 o'clock.
Patient: No,I would like to make an appointment to see Dr.Brown.
Medical receptionist: Do you have private medical insurance?
Medical receptionist: Is it urgent?
Medical receptionist: Please take a seat.
Medical receptionist: The doctor is ready to see you now.

4) Treatment and advice:

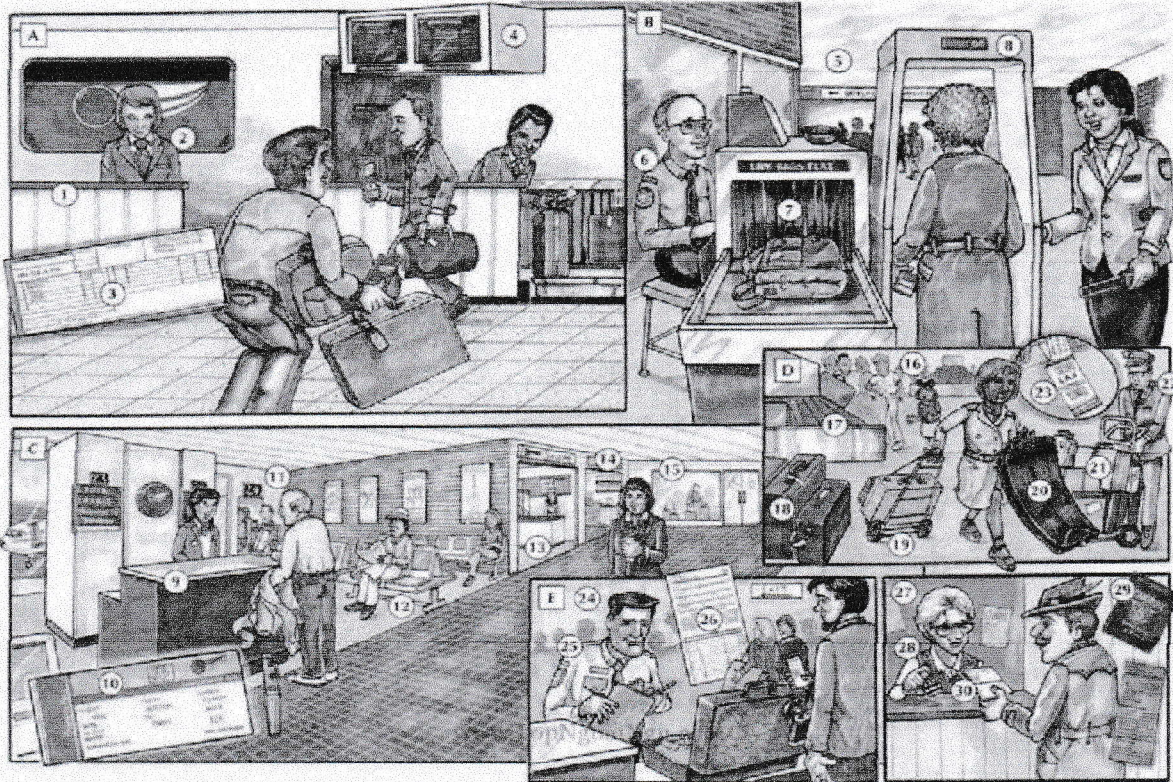
Doctor: You need a few stiches.
Doctor: I am going to give you an injection.
Doctor: Your leg/arm etc. is broken.We need to put it in a plaster.
Doctor: We need to take an urine sample/a blood sample.
Doctor: You need to have a blood test.
Doctor: I am going to prescribe you some antibiotics/a syrup for your cough/a cream for your rash etc.
Doctor: Take two of these pills three times a day.
Doctor: Take this prescription to the chemist.
Doctor: You should stop smoking/cut down on your drinking/take a rest/lose some weight etc.
Doctor: I want to send you for an X-ray.
Doctor: I want you to see a specialist.

Useful Vocabulary:

make an appointment-have an insurance-temperature pain-ache-have an allergy-hurt-blood pressure-stich injection-sample-plaster-sample-chemist-prescription

Activity 4. Work in groups and describe the pictures using the cue words

THE AIRPORT



A. Check-In

1. ticket counter
2. ticket agent
3. ticket
4. arrival and departure monitor

B. Security

5. security checkpoint
6. security guard
7. X-ray machine
8. metal detector

C. The Gate

9. check-in counter
10. boarding pass
11. gate
12. waiting area
13. concession stand/
snack bar
14. gift shop
15. duty-free shop

D. Baggage Claim

16. baggage claim (area)
17. baggage carousel
18. suitcase
19. luggage carrier
20. garment bag
21. baggage
22. porter/skycap
23. (baggage) claim check

E. Customs and Immigration

24. customs
25. customs officer
26. customs declaration form
27. immigration
28. immigration officer
29. passport
30. visa

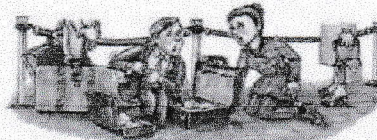


{1, 2, 4-9, 11-17, 24, 25, 27, 28}

A. Excuse me. Where's the _____?*

B. Right over there.

*With 24 and 27, use: Excuse me. Where's _____?



{3, 10, 18-21, 23, 26, 29, 30}

A. Oh, no! I think I've lost my _____!

B. I'll help you look for it.

Describe an airport you are familiar with. Tell about the check-in area, security, concession stands, and the baggage claim area.

Have you ever gone through Customs and Immigration? Tell about your experience.

UNIT XII DEBATE

There is a certain aura about people who can make tables turn with their gift to gab. These types of people can convince you that the sun rises in the west if they want to. Irrespective of whether you look up to them or you despise them, you cannot deny that at some point or the other in your life you wanted to be like them. These people are the ones we call debaters. Now, honestly speaking, it does not really matter if you are debating from a podium or you are trying to establish your stand in a gathering of cousins and friends, your argumentative skills as a debater will help you. Most people feel that since they are not born debaters, there is no way in which they can become a good debater.

However, that is far from being true. Debating is a skill that can be easily acquired with a little bit of effort. When practiced regularly, this skill can take one places. Here are some ways and means in which you can groom yourself to become a debater.

1. **Keep Calm:** This is the golden rule of debating. Irrespective of whether you are debating on the podium or at the dining table, since the other person has a perspective that is different from that of your own, chances are what the other person says might offend you. In case such a thing does happen, make sure that you do not start shouting, swearing or even raising your voice. Keeping your voice and body language at a moderate tone throughout the debate will make you appear mysterious to your opponent, thereby, making things more difficult for them.

2. **Act Confident:** This point applies not just to debating but also to life. Even if you are not confident yourself, if you can manage to portray yourself to look confident, half your battle is won. Any opponent will think twice before rebutting or cross-questioning something that has been spoken with confidence.

3. **Maintain Proper Body Language:** Make sure that you maintain proper eye contact with your audience. Do not look at a particular section of the audience for the entire debate. This will make the rest of the audience feel unwanted. Do not fidget with your hands. Use your hands to talk. If you are not comfortable with the idea, you can also consider keeping them pinned in front of you. Another point that is to be noted with respect to body language is the fact that you must stand erect and make sure that you do not lean on the podium.

4. **Know the Form of the Debate:** This point applies to those people who are participating in a formal debate. There are different forms of debating (viz. parliamentary debate, Asian parliamentary debate, turncoat debate, one-on-one debate, amongst others). The rules of each of these debates differ from that of the other. In such a situation it is important for you to know which form of debate you are participating in and make sure that you stick to the rules of the same.

5. **Use of Debate Jargons:** This is another point that applies to formal debating. There are certain terms that are used in a debate with which every professional debater is well-versed (words like motion, rebuttal, treasury, etc.). In order to appear confident in front of your opponent and not feel out of place in the podium, make sure that you are acquainted with these commonly used debating jargons.

6. **Work on Emotions:** Try to tell stories and facts that will make people connect to you at a personal level. This tip is of utmost importance if the motion on the floor is something that is humane in nature (topics like euthanasia, social justice, feminism, etc.). In case the motion is non-emotional in nature but you know that your opponent is someone who is prone to strong emotions, you can still play this card.

7. **Speak Loud and Clear:** The biggest turn off in any debate would be if the debater starts mumbling. Make sure that such a thing does not happen to you. Be very clear about what you speak and state the

same in a loud and clear tone. Avoid the usage of fillers like 'aha', 'umh' and 'humm' as much as you possibly can. If it is a formal debate we are talking about, make sure that you converse only in the language of the debate and do not end up getting words from some other language into the debate. That type of MTI is strictly discouraged in the world of debating.

8. **Keep the Topic on Track:** In the course of a debate, it often happens that both the parties tend to deviate from the original idea and ultimately the conversation ends up being about something that is totally irrelevant. Make sure that does not happen. Make sure that you stick to the topic. If you realise that your opponent is deviating, try to get them back on track. Doing so will ensure that you earn brownie points from the judges.

9. **Look for Faults:** The key here is to look for logical fallacies in your opponent's statements and then bring it out to the public. In most forms of debate, you get an opportunity to question the statements of your opponent. If you can make the most of those 2 or 3 minutes, you can easily win the debate.

10. **Do Your Research Well:** The last and perhaps the most important tip in debating is to be well-versed with what you are speaking on. Doing so will not only ensure that you speak well in the debate, but it will also put you in a position wherein you are able to answer the questions posed to you by your opponent. Needless to say, these tips increase your chances of winning debate by leaps and bounds.

Activities Examples:

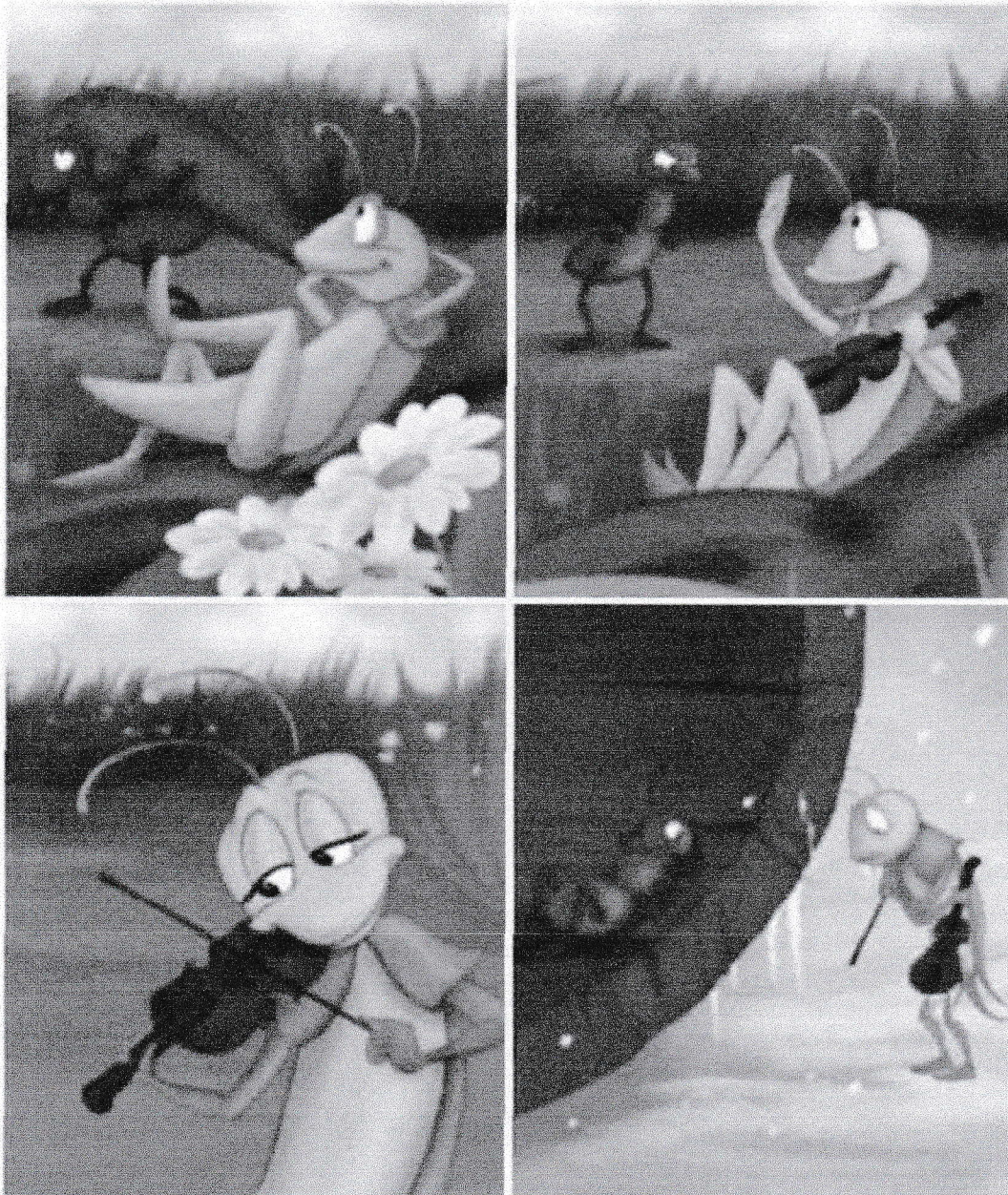
1. Should prayer be allowed in public schools?
2. Is sex education appropriate for public schools?
3. Should schools teach a religious view on subjects like evolution, the creation of the Earth, and the start of life?

UNIT XIII ELOCUTION

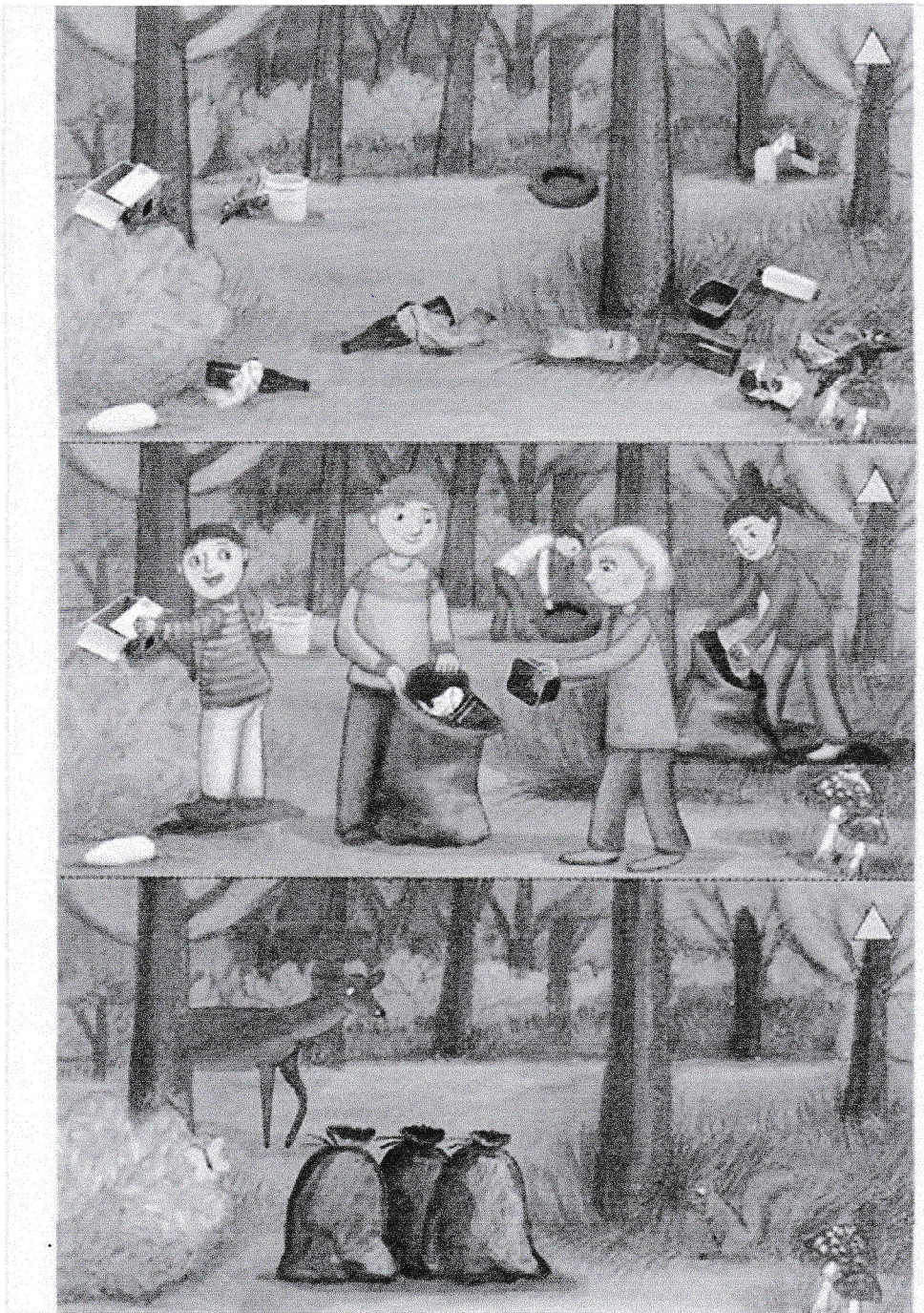
1. **Stand straight** and keep your body weight balanced on both feet. Try to keep your shoulders back so that your chest stands out – giving your vocal chords more volume when speaking.
2. **Inhale deeply** into your diaphragm and exhale. Try to exhale for 5-10 counts and then inhale before your next sentence. This will make you feel calmer – giving you enough oxygen to speak even long sentences without inhaling in between.
3. **Develop vocal resonance** out of your chest. Try to keep a lower register in your tone of voice. Generally, a lower pitch is more pleasant to the ear.
4. **Record your presentation** and pay special attention to the sound of your voice and its intonation. Where could you improve? When do you sound confident and when self-conscious?
5. **Speak slowly without any rush:** Take a deep breath after each sentence and use the break to focus and think of your next words.
6. **Check how fast you speak.** Nothing is worse than hastily rattling down your presentation. It is important to not only be heard but also to be understood. So try to speak a little slower than you might normally speak when conversing.
7. **Speak clearly:** A fun way to train how to speak clearly is to practice tongue twisters. When doing this, pronounce your words as clearly as possible.
8. **Say,, Hmmmmmm:** “Find your personal voice volume by repeating a humming tone right after each sentence (of course only when practicing). This way you will find a pitch which is deep and confident.

UNIT XIV
STORY TELLING

Activity. 1. Work in groups. Look at the picture and narrate the story



Activity 2. Look at the picture below and tell the story.



UNIT XV
WRITING A PERSONAL MEMOIR

Write your
Personal History

- 1. Write about your name. Where did it come from? What does it mean?
- 2. When and where were you born?
- 3. Write about your mom. What would you like people to know?
- 4. Write about your dad. What would you like people to know?
- 5. Do you have siblings? Write about them.
- 6. Where did you grow up? What do you remember about this place?
- 7. Think about your house growing up. What was it like?
- 8. What was your childhood bedroom like?
- 9. What was your favorite activity as a child?
- 10. What was your favorite place as a child?
- 11. Who were your friends as a child?
- 12. Did you travel as a child? What were your favorite places to visit?
- 13. What did a typical day look like as a child?
- 14. What did a typical day look like as a teen?
- 15. What was high school like for you?
- 16. What world events were significant to you as a child?
- 17. Write about your grandparents.
- 18. Write about your aunts.
- 19. Write about your uncles.
- 20. Write about your cousins.
- 21. Write about your early school memories.
- 22. What was your favorite subject in school?
- 23. Who was your favorite teacher as a child?
- 24. Did you move as a child? Write about it.
- 25. Who taught you to drive?
- 26. What was your favorite food as a child?
- 27. Write about your most memorable birthday?
- 28. How did you typically celebrate your birthday?
- 29. Write about your favorite holiday memory.
- 30. What was the hardest part about growing up?
- 31. What was the best part about growing up?
- 32. When did you first leave home? Write about the experience.
- 33. What did your parents do for work?
- 34. What was your first job?
- 35. What is your favorite family story?
- 36. Write about a funny story that has been passed down through the generations.
- 37. What were you most proud of as a child?
- 38. What did you want to be/do when you grew up? Did you become it?
- 39. Who inspired you as you matured?
- 40. What job has been your favorite?
- 41. What was the best part of your 20s?
- 42. What was the best part of your 30s?
- 43. Are you in a relationship? How did you meet your significant other?
- 44. Did you have any boy/girlfriends as a youth? Write about them.
- 45. Do you have kids? Write about them.
- 46. What are you most proud of as an adult?
- 47. Where is the most fascinating place you've visited?
- 48. What is one thing about today that you never want to forget?
- 49. What item will you cross off your bucket list next?
- 50. What advice would you give your younger self?