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(“The leader in fluency-related publications worldwide” – **THE HINDU**.)

Unifying the world thro’ fluent English™

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- “Buyers from all over the world can now download these books from ...www.fluentzy.com and www.fluencybookz.com... Print editions of these books continue to be on sale.” – **THE HINDU**.
- “...the electronic edition ...consists of a series of 20 authoritative books ...intended for advanced learners and expert-level users who wish to achieve a high degree of fluency and eloquence.” – **The New Indian Express**.

How to avoid false fluency and achieve true fluency

HERE'S THE WORLD'S first and the most time-honoured system of building fluency in English — in a set of 20 short, fascinating, self-study books. These are result-oriented books authored specially for self-study — by none other than the very person who invented this system and the world's authority on fluency studies, Prof. Kev Nair.

These books guide you through the ins and outs of this fluency-building system with calm confidence and certainty. And they help you to transform yourself from a speaker with average fluency or below-average fluency in English into a supremely fluent speaker of English. Quickly. Easily.

Why are the Fluentzy books considered unique?

These books in the Fluentzy series help you achieve a high degree of fluency — through self-study (= independent study). Yes, by teaching yourself. Without being coached or trained by anyone — in class or by post or online or through any other method.

These are the world's first dedicated set of fluency-building books. Yes, first. And these were the first books in the world that were based on a great truth: If you're a person who writes reasonable English or good English, but cannot speak it quite fluently, conventional English-teaching methods *cannot* make you speak it truly fluently — but self-study can. While more and more conventional teacher-directed learning would only make you go on being an unsure and hesitant speaker, self-directed self-study is capable of transforming you into a supremely fluent speaker.

Now, those who can write reasonable English or good English can be divided into two groups:

- Those whose learning of English and fluency development happened side by side from the very first day they started learning English. (This is how true learning of a language has to happen. This is how native speakers of all languages learn their language).
- Those whose learning of English happened first, and fluency-development efforts happened separately, much later. (This is how non-native speakers of English learn their language through conventional methods).

As far as the first group of people are concerned, most of them must be reasonably fluent now, and many of them, remarkably fluent. Prof. Nair's Fluentzy books can help them improve their fluency-level — especially, those who are only reasonably fluent. As far as the second group

of people are concerned, Prof. Nair's Fluentzy books can help them to begin being truly fluent and to go on to become supremely fluent.

How to get the most benefit out of the Fluentzy books

You can use Prof. Nair's Fluentzy books for self-study and to learn from them the strategies of achieving a high degree of fluency in English. By the term *self-study*, what we mean is the activity of learning independently without a teacher (or anyone else) to coach you or train you or help you in any way — in class or by post or through any other method.

The contents of these books are self-explanatory — clear and easy to understand, without needing any extra instruction or explanation.

You know, the fluency skill is a *unique* skill. The only one of its kind. You can't learn it in the same way as you learn computer skills or mathematics or swimming. No, you can't. The fluency skill needs a different approach. It can only be mastered *directly*. Yes. Through self-effort. Without a teacher coming between you and the learning process. Only *then* will the fluency skill become *your* skill.

This is exactly what happens when you use Prof. Nair's fluency-building books for self-study. In all senses. When you're doing that, nobody else comes between you and the learning process as a teacher. Nobody else provides you any coaching or training — in class or by post or through any other method. You do all that yourself.

It's this self-learning effort that is going to transform you.

A wholly unique self-training system

The self-study that Prof. Nair's fluency-building books want you to do is the *real-time* self-study. Total self-study. (And not the kind of partial self-study done as an alternative to classroom study). And this unique form of self-study happens at two levels: The outer and the inner.

The outer learning

First, there's the self-directed learning of the fluency techniques from Prof. Nair's self-study books.

Then, there's the application of these techniques to *real-life* speech situations. Mind you, *not* to fictitious situations created in classrooms or by cassettes/CDs. But to *real-life* situations that are part of your own social and career life. Fluency-demanding real-life *communicative* situations: In your job. Profession. Business. Daily life.

The inner learning

This is the level at which the deeper stage of self-learning happens. The deeper stage. Here, you keep doing 3 things — with the help of the fluency

techniques you've learnt from Prof. Nair's books:

- You keep doing a self-monitoring of how you process the language in your mind. At the same time as you're engaged in the act of speaking. From moment to moment.
- And you keep spotting the processing difficulties. And the factors that hold you back from speaking with a ready flow.
- And you keep applying the flow-production and flow-maintenance strategies you learnt from Prof. Nair's books — to remedy these situations. And to establish, re-establish and maintain a smooth flow of speech.

In this way, you are not only able to speak fluently in every speech situation you face, but also to keep mastering the fluency techniques — directly. No teacher can be a substitute for you in this process.

Prof. Nair's self-study books make all this quite easy to carry out. By telling you how to train yourself in this **two-pronged strategy**: Consciously coping with fluency-blocking factors — and consciously applying fluency-promoting factors. Each instance of success adds to your confidence and fluency. And you're able to go ahead and enjoy being fluent — instead of being self-conscious, embarrassed and nervous, and feeling that people are looking at you and judging you.

The Author*: The earliest pioneer in the field

Prof. Kev Nair, who visualized this unique system of self-study, and authored the self-study books constituting it, is a renowned scholar. He's a *first class LL.B.* and a *first class LL.M.* And he was ranked **first** in university in *both* the LL.B. and LL.M. exams.

As **THE HINDU** has said, "He (Prof. Nair) had been researching since 1971, and the results of the study led him to new discoveries".

And as the **General Knowledge Today** has said, "Nair was the first person in the world to give shape to the area of study now known as 'English fluency development' and to systematize it into a distinct teachable subject...". And so he is "known as the *father of fluency development...*" — **The New Indian Express**.

THE HINDU has described the universal acceptance of this unique system of fluency building as "*Fluentzy's phenomenal success*".

Who is the Fluentzy books for?

If you want to get the maximum benefit from Prof. Kev Nair's Fluentzy books, you need to meet only *two* requirements:

First, you must know English reasonably well. That is, you must be an *advanced* learner of English — or a *post-advanced* learner. Essentially, this fluency-building system is meant for two broad categories of people:

*To know more about Prof. Kev Nair, please visit www.fluentzy.com

- For people who need a *high* degree of fluency — either because they're already in positions of authority or influence, or because they're aiming for those positions.
- For people who already speak English fluently enough in situations where short stretches of speech would do, but not in situations where they have to speak continuously and in detail — without previous planning, preparation or rehearsal.

Second, you must have the drive and self-discipline needed for independent study — self-directed self-study. Yes, self-directed, and not directed by anyone else.

Please understand this: This fluency-building system is based on a plain truth: Classroom instruction, or instruction by post or through any other method, or speech delivery training in classrooms *cannot* get an adult foreign learner of English to achieve true fluency in spoken English. But independent study and self-effort can. In fact, only independent study and self-effort can. This may, *at first*, sound incredible to many people, but this is the truth. Absolute truth. (Go thro' the topic "Self-study principles" in *this PART* and thro' the detailed discussion in *PART-II*).

Do spend some time trying to understand this truth completely. This is important. You *must* understand this truth completely. Why? Because that itself is half the battle — the most important step towards becoming a truly fluent speaker. And if you're a person who has a deep interest in achieving a high degree of fluency in English, once you understand this truth, that understanding itself would act as the driving force that spurs you on to keep learning from the self-study books on your own.

Who should buy the Fluentzy books?

You should – if you're one among these people:

- You're in a profession (like law, management, marketing or IT) and *have to* use English heavily and make presentations, argue for or against something, take a firm stand on something and defend it, state your opinions and justify them with evidence in a logical and organized way, get support for proposals, persuade people to your point of view, convince them of things, influence the way they think, feel, make decisions and act... And you're eager to excel in these tasks.
- You're in a profession (like medicine or teaching) and have to use English heavily and succeed in making people understand things. You have to make them think, feel, behave or act in a new or different way, help them learn about things by giving them new information, comfort them, cheer them, encourage them, express your approval or disapproval of what they do. And you're determined to achieve great success in your chosen profession.
- You're a public figure or a senior official or a senior manager. And you not only have to get things done, but also have to keep up an image... and make a strong personal impact on people you deal with. And you frequently have to have serious conversations and discussions with people who are quite fluent in English, including fluent native speakers of English. And you even have to give newspa-

per and television interviews or call press conferences. You want a skill that can make sure people listen... A skill that can get you attention and respect.

- You've learnt grammar very well, and have even built up a wide vocabulary. You're even fluent enough to make one-or-two-line statements or to give one-or-two-line replies or to ask one-or-two-line questions. But when you sit at a table in a meeting or stand up to make a presentation, you keep wishing: "If only I could disappear", because you're *not* able to go on speaking in English – without long intervals of embarrassment and indecision between every two words. Words are on the tip of your tongue, but they just don't occur to you readily when you need them.
- You're a graduate or a postgraduate. And you're good at *writing* reports and other things in English and at *translating* sentences in your mother-tongue into English. But when you want to *speak* about the same things in English, you find that you can't —without stuttering and hesitating. And you feel forced to fall back on your mother-tongue. Or you become *tongue-tied*.
- You have excellent academic qualifications, and you're eager to earn a *high-powered* job — a position of authority or influence — because you're *not* the kind of person who'd be satisfied with the background jobs of life. And you can't risk speaking in broken, non-fluent English at job interviews or promotion interviews.
- You're an applicant for a high-profile course like MBA or MCA, and you need to be quite fluent in English at *group discussions* and *interviews*. (Do you know one thing? The way you fare at a group discussion or an interview depends *not* on what you *know*... but on whether you know how to *speak* about what you know – in *fluent* English).
- You're a Civil Service candidate, and you're determined to get selected. And you want to present yourself to the best effect everywhere.
- You're a TSE candidate, and you're determined to go to the US.
- You're a person planning to go to the UK, Australia, New Zealand or another foreign country — for higher studies or for a highly-paid job.

“How quickly can I become fluent?”

Prof. Kev Nair, the author of the Fluentzy books, tells us that, if you know English very well, you can complete learning the fluency principles and techniques from these books, through independent study, in about 3 months. And by then, you would also have started gaining the experience of putting these fluency principles and techniques into practice while speaking in English. All that would remain then would be to increase this kind of experience — to broaden it.

But this doesn't mean that everybody will take exactly 3 months to learn from these books — or that nobody will take more than 3 months. That is, there's nothing really rigid about the 3-month period. You see, the kind of study you'll be doing with these self-study books is self-directed self-study – independent study – and so you're free to learn from the self-study books

at your own pace. Within a few days with the self-study books, most learners would be able to find their own speed and rhythm for the study. But the way some learners pace themselves would be different from the way other learners would. And so the exact period in which a learner is able to complete the self-directed teaching-cum-learning process would vary from learner to learner.

To a great extent, the duration of the independent study you do also depends on how well you know English at present. If your present knowledge of English is 'very good', you're likely to cross the fluency threshold – start becoming truly fluent – even *before* the 3-month period is up. But if your present knowledge of English cannot be called 'very good', but is just 'fairly good' or 'average', you're likely to take longer to reach that level.

Much also depends on the amount of time you spend in learning from the self-study books. To get quick results, some learners need to spend about 3 hours a day (on an average) — in 2 or 3 sittings. But some learners would find that they need to spend only about an hour or two a day.

So you see, the 3-month period is the *median* period that most learners would find necessary, as well as sufficient, to cross the fluency threshold — to start becoming truly fluent.

What do the Fluentzy books *aim* to do?

Broadly speaking, Prof. Kev Nair's Fluentzy books have only one aim: To help you get an *invaluable* skill through independent study: The skill of speaking English – with a *high* degree of fluency. A skill that can bring personal success and career advancement to you.

Specifically, these self-study books **aim** —

- To tell you how to gain the skill of dealing with hesitations while speaking English — the way native speakers of English deal with them.
- To tell you how to convert your knowledge of everyday English vocabulary and structures into a real mastery of spontaneous speech-building skill.
- To tell you how to get free of the urge to fall back on your mother-tongue (while you're speaking English). And to tell you how to gain the skill of composing what you want to say in English and to say it at the same time: The skill of producing English *on your feet*. Spontaneously — without prior planning or preparation.
- To tell you how to train your organs of speech to work smoothly... in the way that the English language wants them to work, so you'll be able to speak English without stumbling over the English sounds or their sequences.

Yes, these self-study books aim to help you get an *excellent* command of spoken English on your own, so you might never be at a loss for *fluent* speech.

Spoken English fluency

By the word 'fluency', what Prof. Kev Nair's Fluentzy books mean is the skill

of speaking English smoothly and continuously – without hesitation preventing you from speaking on. Yes, it’s the skill of speaking about things clearly and easily – in English that is natural, appropriate and easy to understand. Without struggling for breath or for words.

A dedicated fluency-building system

Prof. Kev Nair’s Fluentzy books aim *not* just to tell you how to make *one-line* statements or ask *one-line* questions or give *one-line* replies now and then. These books tell you how to maintain your fluency while speaking in English and how to achieve, develop and extend that skill – through independent study and self-effort – so that you don’t have to limit yourself to *one-line* statements or *one-line* questions or *one-line* replies, but can go ahead and speak at length and in detail about your ideas, thoughts and feelings.

Yes. Prof. Nair’s Fluentzy books concentrate on helping you add a smooth flow to your English — whether you’re producing a *short* stretch of speech or a *long* stretch. Whether you’re discussing, explaining, narrating or describing things. Or telling stories. Or taking a stand and defending it. Or arguing. Or expressing an opinion and supporting it with grounds and reasons. You *need* this skill — if you want to carry on a serious conversation. Or to have a chat. With your words **flowing out** — freely and readily.

Natural style: Native-speaker-like English

The English that Prof. Kev Nair’s Fluentzy books help you become fluent in is *not* the “bookish” kind, but the kind that native speakers of English speak – at home and outside. Genuine and natural. You’ll see that its marks are simplicity, liveliness, spontaneity and lack of artificiality.

These self-study books aim to help you speak international English. Educated international English. And not a regional or local variety.

Self-study principles

The greatest merit of Prof. Kev Nair’s Fluentzy books is this: They tell the truth about the fluency-building process — without trying to hide the facts. They deal with reality as it is honestly, and they come up with practical solutions to your fluency-related problems. And based on these solutions, they provide you with a set of powerful fluency-building tools. Thus they help you meet the challenge of the fluency-building process squarely and confidently.

Prof. Kev Nair’s Fluentzy books are founded on facts — and *not* on speculations. And here are some of these facts:

Self-effort alone can bring you *true* fluency

Here’s the most important fact on which the Fluentzy books are based:

You’re the *only* person who would be able to get you to speak English with a high degree of fluency. Nobody else would. Others would only be able to point the way.

And the Fluentzy books give you the ultimate fluency building help that you can expect to get from any part of the world. The ultimate help — the greatest, the most effective help. Remember this: The Fluentzy books have been written by none other than Prof. Kev Nair, the very person who originated the idea of fluency development through intentional, deliberate self-training. He’s a person who knows more about fluency building than anybody else in the world.

PART-II of this Handbook will tell you in detail how you achieve a high degree of fluency in English — through independent study.

Spoken English vs. Written English

True spoken English is quite different from the kind of English you learnt at school or college. What you learnt at school or college was mostly *written* English, and not *spoken* English.

Generally, at school or college, you don’t even get to learn the *real* difference between the two kinds of English. Result? When you speak, you try to copy the style of *written* English. You start thinking in terms of written English grammar, written English usage and written English vocabulary. In terms of translating. And you get lost. You try hard to complete whatever you say into ‘perfectly-formed sentences’ – because you’re under the (wrong) impression that they’re the true units of speech! And you end up gasping in the middle. And you find it impossible to speak on – without faltering.

Of course, some written-English-minded people might manage to complete their spoken ‘sentences’ – after straining hard. But mind you, they wouldn’t sound natural. Instead, they’d sound phoney and highbrow. When they speak, many of them *wouldn’t* even sound as if they were *speaking*. They’d sound as if they were *reading*! And what many of them say would often sound like a composition read aloud.

Classroom speech practice can’t help you become fluent

Suppose that a few people who can only speak broken English sit around a table and try to do speech practice in English. You see, they’ll only be able to do the speech practice in *broken* English. And *not* in fluent English — because you see, they can’t speak fluent English. And if they keep on doing this kind of speech practice for a few months, *broken* English becomes their habit. And *not* fluent English. This is so, no matter how good their knowledge of English is.

Even the presence of a teacher *can’t* improve the situation — because fluent English is *not* ‘corrected’ or ‘improved’ broken English. Broken English,

however improved and made smooth, still has the characteristics of broken English as its underlying features. Only, it's a kind of 'improved' broken English. That's all. But *not* fluent English. Fluent English is a wholly different stream. Something totally separate.

Learning by heart: Impossible

Mind you, you can't learn by heart all (or even a small proportion of) the 'speech-units' that are possible in a language, and *then* reproduce them as and when required. There are millions and millions of them. People don't, and can't, speak that way. And you *can't* anticipate all the contexts and situations you'll have to speak in. And you *can't* tell beforehand what kinds of questions others might ask. Or what replies you might like to give. Or how a conversation might progress. This is one reason why books containing collections of theoretically-correct sentences or cassettes won't make you fluent. So, if you want to become fluent, you must gain the skill of producing speech *spontaneously* — without planning it or preparing it first.

What you need is *not* the skill of reproducing perfectly-made sentences learnt by heart here and there. What you need is the skill of going on composing, on your feet, the things you want to say from moment to moment *and* of going on saying them at the same time — as you speak along. That is, the skill of letting a smooth flow of English happen when you speak about your ideas, thoughts and feelings. And of speaking about them — in a sensible and ordered way, with all the things you say fitting well together. By putting together pre-fabricated word groups as well as individual words. And the skill of filling time with talk, and of keeping the speech flow going while you're thinking of or deciding what to say next — or how to phrase it. And the skill of having something appropriate to say in a wide range of everyday situations, so that you're not at a loss for words or tongue-tied in those situations.

Translation: Impossible

You won't be able to speak English *fluently* by translating. Mind you, you can *never* achieve fluency in English through any other language.

You see, this is what translator-speakers do: They *first* think in their mother-tongue and *then* try to translate their thoughts into English. And the result? Their thoughts do *not* come out directly as English speech. And as long as their thoughts don't come out directly as English speech, they can't become fluent. Here are three of the chief reasons:

- The 'structures' of most English speech-units are *not* similar to the 'structures' of the speech-units in other languages. For example, the order in which you should arrange the elements in an English speech-unit is different from the way you do that in other languages.

- Most of the core words, collocations and conversational expressions in English *don't* have equivalents in other languages.
- Several words, collocations and expressions in other languages don't have equivalents in English, either.

Mind you, the effort to translate stands between your thought and your speech as a block. This takes away your attention from the 'matter' of your speech, and forces you to concentrate on the 'manner'. And *then* you stop thinking about 'what' you want to say, and start paying attention to 'how' you say it. And then, you automatically falter, and your speech-flow automatically stops.

And translated spoken English sentences sound stilted. They *don't* sound natural — like the English spoken by native speakers of English.

Organs of speech: Not co-operative

You know, the muscles of your organs of speech are in the habit of moving and bending regularly in certain *set* patterns — to suit the demands of your mother-tongue. They fight shy of working in a different way — to suit the demands of the *English* language.

And mind you, as long as your organs of speech don't readily move, bend and work in the way the English language demands them to, you won't be able to speak *fluent* English.

Cassettes: Not helpful

Audio/Video cassettes containing theoretically-correct sentences won't make you fluent. No, they *won't*. Of course, if you listen to them for hours and hours, you may be able to learn a *few* isolated sentences by heart.

Remember this: Cassettes like these contain theoretically-correct sentences that have been edited and polished (and *not naturally-occurring* ones). And theoretically-correct stand-alone sentences like these may look ideal as examples of usage in classrooms. But they're precisely the things that *won't* help you in real-life situations. There, in real-life situations, the speech units you use must be those that are produced as part of an ongoing communicative process — in content as well as in form. The speech units you use will simply have to be those that you produce on the spot while you're actually engaged in the act of talking to people, those that you bend and twist and manipulate in order to suit the verbal and situational contexts.

You see, spontaneous speech is always produced under pressure of time. You speak in the 'here-and-now'. You have to connect what you're saying now to what you've finished saying. At the same time, you have to be thinking about, and preparing, what you're *going to* say next. And you have to orally organize everything you say, so that the various speech units and ideas they carry fit together well and in an ordered way — into a coherent whole. You'll

be able to do all this, only if you know the techniques of ‘on-the-spot speech composition’.

Cassettes containing theoretically-correct sentences *won't* teach you these techniques. In fact, these cassettes give you a **false** impression: They make you think that spoken English is made up of ideal strings of complete and perfectly-formed sentences. They make you think that you'd be able to speak English if you learn a few *one-line* sentences. They *don't* bring you face to face with such features of spontaneous speech as starting trouble, false starts, repetition of syllables and words, hesitations, pauses, pause fillers, gambits for creating planning-time, incomplete structures, unfinished word-groups, reformulations, refinements, backtracking, etc. They don't give you the skill of speaking ‘exploratorily’ and ‘manipulatively’.

Conventional vocabulary development methods: **Not helpful**

Are you under the impression that conventional vocabulary-building methods can help you achieve true fluency. Mind you, they *can't*. No.

A chief reason is this: Conventional vocabulary building methods focus on individual words, and not on word clusters. And they create a wrong impression in your mind — a wrong impression that fluent speech is produced by stringing individual words together. Mind you, fluent speech *cannot* be produced by stringing individual words together. Fluent speech does not flow out word by word. Rather, fluent speech flows out in short bursts — each burst consisting of a cluster of 4 to 10 words (with most of the clusters having 5 words each).

So for fluency building, the focus of your vocabulary development effort should *not* be on individual words, but on word clusters — fluency-oriented word clusters.

Fluency-building techniques

Prof. Kev Nair's Fluentzy books tell you how to become fluent through a series of specialized **fluency techniques**. These are techniques that native speakers of English learn naturally and without conscious effort — as children, at their mother's knee. But how about adult non-native speakers of English who are not truly fluent? As far as they're concerned, they too can learn these techniques easily, but only through self-effort — through deliberate, intentional study and practice done independently, without being coached.

Here are the chief fluency-building techniques:

(1) Idea unit techniques. (2) Speech-generation Techniques. (3) Habit-formation Techniques. (4) Mouth Gymnastics. (5) Speech-flow Techniques. (6) Pattern Techniques. (7) Word-fusing Techniques. (8) Conversion Techniques. (9) Functional/Notional/Situational Techniques. (10) On-the-spot speech-composition

Techniques. (11) Information-packing Techniques. (12) Discourse-building Techniques. (13) Word-cluster mastery Techniques. (14) Rhythm unit Techniques.

What method do the Fluentzy books use?

There are a large number of isolated pieces of language fundamentals lying scattered here and there in your mind. The Fluentzy books bring all these things together. And they organize them into a systematic body of knowledge within you. And they add a lot of other fluency-related aspects to that knowledge... and make that knowledge rock-solid. And they get you to master language manipulation skills and a large number of other things on which the fluency skill is based. In this way, the Fluentzy books get your fluency skill to develop from a firm foundation, rather than in a disorganized or haphazard way.

In short, the Fluentzy books tell you how to create conditions that are necessary for the growth of a *fluency nucleus* in you. And once you have this fluency nucleus in you, you've started achieving *true* fluency — you're on your way to achieving higher and higher degrees of fluency. And from then on, even group speech practice and audio-video sessions *can* prove useful. But mind you, only from then on — and not *till* then. And mind you, there is something remarkable about the fluency nucleus: The fluency nucleus grows only when you do independent study and make self-effort. Not as long as you're being coached or trained by someone — in class or by post or online or through any other method.

Teach yourself — don't let yourself be coached

Here's the ultimate fluency-building truth you'll have to understand and accept: You'll never really come to master fluency techniques until you learn them *by yourself* — without anybody coaching you. Whether you're an advanced learner of English or a post-advanced learner.

You'll have to be the teacher as well as the taught. It's only when you learn the fluency techniques inside out by yourself that they become part of your being. And only *then* will it become second nature for you to apply them and speak English really fluently... in real-life situations. And if you want to become really fluent in English, applying fluency techniques *must* come as second nature to you.

In fact, fluency techniques are techniques that are uniquely suited to self-study.

Self-study Books*

How did Prof Kev Nair write the Fluentzy books, the fluent English self-study books? Through intensive research-studies. That was how.

* We sell you **only** a set of books. There are **no** cassettes or CDs.

Through these studies, he discovered factors that *give birth to* true fluency and *make it grow* — as well as factors that *block* it. And he worked out several ways of developing the fluency-building factors and of removing the fluency-blocking factors. And he picked out the *sure-fire* factors. These sure-fire factors were tested again and again.

At last, a new method of fluency-building came out. And that's the method that's going to transform you into a supremely fluent speaker of English — through independent study done with the help of Prof. Nair's self-study books.

Twenty classic titles

Here are the titles of the 20 fluency-building self-study books in the Fluentzy series by Prof. Kev Nair:

- B1: Idea units & Fluency. • B2: Speech Generation & Flow Production.
- B3: Teaching your Tongue & Speech Rhythm. • B4: Key Speech-initiators & Speech-unit Patterns. • S1/B13 & S2/B14: Fluency in Functional English (2 vols.). • B15/S3: Fluency in Telephone English & Sectoral English.
- B5: How to Deal with Hesitation. • B6: Oral Training in Fluency Vocabulary (Vol.1). • B7: Packing of Information. • B8: Impromptu Speech-flow Techniques. • S4/B16: Fluency Building & Mouth Gymnastics. • S5/B17: Fluency in speaking about people.
- B9: Fluency in Asking Questions. • B10: Oral Training in Fluency Vocabulary (Vol.2). • B11: Fluency & Moment-to-Moment Speech-production. • B12: Oral Training in Fluency Vocabulary (Vol.3). • S6/B18 & S7/B19: Fluency in Topicwise English (2 vols.). • S8/B20: Fluency & Pronunciation.

Part of each book is made up of **theory**, and part, of skill-building **drills** and **exercises**. The *theory parts* have been written in simple, easy-to-understand English – to make it easy for you to learn from them by yourself. As for the *drills* and *exercises*, they *are* to be done by yourself – without anyone helping you.

The theory parts, drills and exercises are superbly enjoyable and full of variety and liveliness. They would interest you so much that they'd take up all your attention. From beginning to the end, you'll find each of the self-study books absorbing and informative. And you'll find nothing in them that's dry or pedantic. (See Part-II for more details).

Are the Fluentzy books hard to learn from?

Hard? Not at all. The Fluentzy books tell you things in a friendly, conversational, easy-to-understand style.

And do you know how these books explain things to you? The way you teach a child to walk — step-by-step. The Fluentzy books show you *what* step

to take first, *what* step to take next, and so on. And that's not all. These books show you *how* to take each step, and *how* not to. And the reasons for everything, too! The Fluentzy books draw pictures of everything before you — in words. Colourful, lovely pictures that would never fade away from your mind. We're sure you'll feel as if somebody you like is sitting by your side, having a chat with you — a lively chat.

And you *don't* have to try and learn anything by heart! Nor translate! Nor keep on listening to cassettes! All you have to do is to read *and* understand the things that the Fluentzy books say! And do the oral drills. And work through the skill-building exercises.

How many Fluentzy volumes should you buy at a time?*

Ideally, all – all twenty – because you'll *then* be able to do a quick non-detailed study of all the books *before* you start a detailed study of each of them. A quick non-detailed study of all the books (done at the very beginning) gives you a general understanding of everything in the Fluentzy system, and this general understanding makes the detailed study easier to do.

Of course, you can also buy the books in three lots. Let us explain:

Despatch to addresses *within* India

Against payment in instalments:

If you make your payment (Price + PPH) in **instalments**, you can buy the books in **3** lots (one lot against each instalment payment) as follows:

- 1st lot : 7 Fluentzy books (Books B1 to B4 and S1/B13 to S3/B15)
- 2nd lot: 6 Fluentzy books (Books B5 to B8 and S4/B16 & S5/B17)
- 3rd lot: 7 Fluentzy books (Books B9 to B12 and S6/B18 to S8/B20)

Against payment as a lump sum:

But if you make your payment (Price + PPH) as a **lump sum** (and not in instalments), you can buy **all** the **20** Fluentzy books *all at once* in a *single* bundle, rather than in 3 lots. (See col. 5 in the Order Form on page 39).

Despatch to addresses *outside* India

If you want us to mail the Fluentzy books to an address *outside* India, we'll mail them all at once in a **single** bundle (and *not* in 3 separate lots).

Self-study effectiveness

Here's a question that must be uppermost in your mind: How effective would this unique form of self-directed independent study be?

To us, the answer is this: Highly effective. But please note: We're *not* trying to tell you that you'll become instantly fluent simply from reading

* See 1) The price-structure. 2) Clauses 4 & 5 of the Terms & Conditions.

through the self-study books once or twice. No. That won't happen — except perhaps in the case of a very few advanced learners. Of course, even a clear understanding of the fluency principles and fluency techniques alone can bring a noticeable change in the spoken behaviour of most people.

But in general, the situation is this: You'll become really fluent only after you do the oral practice, drills and exercises that the self-study books ask you to do – and after you gain the experience of putting the fluency principles and techniques to practice in *real-life* situations. You have to gain a real mastery of fluency techniques on your own, without being coached. Do that, and we know you'll find yourself getting pushed into the spoken-English-track automatically. (See PART-II for more details).

So please be clear about one thing: We *cannot* guarantee fluency. Not that we won't — we can't. You see, nobody can. By its very nature, fluency skill is *not* something to which the idea of guarantee can be applied at all. There's only one person who can make you truly fluent. And that is **yourself**. Nobody else. And that is also the greatest news about fluency building. *You* can make yourself fluent — if you make good use of the self-study books and learn well from them. This truth is a cornerstone of this fluency-building system — one of the important principles on which the Fluentzy books are based.

So all that we promise to do is to make available to you the self-study books written by Prof. Kev Nair. They give you the wisest advice and the best fluency-building help that anybody can expect to get from any part of the world. And we're convinced that these self-study books *are* capable of helping the self-study learners achieve a high degree of fluency.

Contents of the books

These self-study books tell you how to go about achieving a high degree of fluency in English in a programmed fashion — through topic-wise discussion. And here are the chief topics:

▪ **Book B1: Idea units & Fluency:** Importance of theory. Importance of oral practice. How to do your study. Non-detailed study. Detailed study. Learning in bursts. Do a lot of general reading. Ordinary novels suit fluency-building best. Recommended reading. You need a good dictionary. Avoid bilingual dictionaries. Avoid high-sounding and rarely-used words. What dictionary should you buy? Fluency, only through idea units. 'Speech' comes first, and 'writing', only next. Non-native speakers learn English the 'wrong' way. Learning words alone won't help. Bite-sized pieces of ideas. How does natural speech come out? What does natural speech come out in? Let ready-to-assemble units do your work for you. Idea units: Your key to speech and fluency. 'Idea units' of speech, and "sentences" of writing. How context helps the speaker. Importance of context. Types of idea units. Word knowledge and word mastery. Why can't we speak in 'sentences'? Just a little at a time, and not a mouthful. Strands of information. Length and shape of idea units. Points for dividing speech. Guidelines for dividing speech into idea units. Embedding and lining up. Roundabout connectivity. Straight connectivity. Speak in idea units, and not in sentences.

• "*Idea Units & Fluency* gets your fluency-building efforts off to a no-nonsense start in the right direction, so that you don't have to worry about any wasted efforts." – **The New Sunday Express**. • "*Idea Units & Fluency* tells how units of idea help speakers achieve fluency." – **THE HINDU**.

▪ **Book B2: Speech Generation & Flow Production:** Speech-generation Technique. Learning by heart is NOT a solution. Generative Feature & Generative Structures. How does the Generative Feature work? 'Generation' through 'substitution'. How to become skilled at substitution. Core words: Words of the most general utility. Neutral and non-neutral vocabulary. Formal vocabulary. Informal vocabulary. Slang. Fitting vocabulary items into General Structures. How to master the speech generating skill? Generative Structure drills. Spare-parts for speech generation. Naming Part. Action Part. Descriptive Part. Circumstantial Part. Flow-production Techniques. Word-junctions. Junction practice. Mixed material for flow-practice. Informal vocabulary.

• "*Speech Generation & Flow Production* shows how the principles of speech generation can help you keep up an easy flow of spontaneous speech." – **The New Sunday Express**. • "*Speech Generation & Flow Production* demonstrates how speech is produced spontaneously." – **THE HINDU**.

▪ **Book B3: Teaching your Tongue & Speech Rhythm:** 'Teaching' your 'tongue'. Important principles of description. Descriptive principle. The way to teach your tongue. Word List. Rhythm and flow of speech. The syllable. Two groups of words. The way the English language flows. The way other (= non-English) languages flow. Uniform stress. Uniform time distribution. Let English flow the way English should flow. Up and down movement. Syllable stress. Polysyllabic words. Monosyllabic words. Weak function words. "Schwa". Neutral function words. Guidelines. Limited freedom. Shortened forms. Foot and rhythm. The fundamental principle of English rhythm. Beating the rhythm. The silent stress. Unstressed syllables at the beginning of 'words'. Speed of speech. Frequently-used polysyllabic words. An important exercise. Questions for Practice. Importance of the drill with word groups. Two important exercises.

• "*Teaching your Tongue & Speech Rhythm* deals with how to train your speech organs and reach higher levels of fluency." – **The New Sunday Express**. • "*Teaching your tongue & Speech Rhythm* shows how speakers can train their speech organs and achieve the characteristic English speech rhythm." – **THE HINDU**.

▪ **Book B4: Key speech-initiators & Speech-unit Patterns:** Key speech-initiators. Basic speech-initiators. Advanced speech-initiators. Everyday speech-initiators. Why's the word group-repetition drill so important? Key phrase patterns. Action patterns & clause patterns. Link verb patterns. Intransitive verb patterns. Simple monotransitive verb patterns. Complex monotransitive verb patterns. Ditransitive verb patterns. Naming patterns. Rhythm drill. Short responses. Negative meaning. Fluency nucleus. Chats and serious conversations. Long sequences and short sequences. Short sequences. Long sequences. Level of fluency.

• "*Key Speech initiators & Speech unit Patterns*, helps you master speech-initiators and speech-unit patterns quickly and easily." – **The New Sunday Express**. • "Four books in the series concentrate on how to compose speech and speak at the same time." – **THE HINDU**.

▪ **Books S1/B13 & S2/B14: Fluency in Functional English (Vols. I & II):** How to use English to express 175 everyday communicative functions. How to express ability, admiration, agreement, appreciation, approval, certainty, condolences, gratitude, intention, likes, likelihood, possibility, preference, prohibition, reluctance, satisfaction, good wishes, wants, wishes, etc. How to express anger, annoyance, disappointment, doubt, fear, hope, indecision, indifference, irritation, pleasure, regret, sarcasm, surprise, sympathy,

worry, etc. How to use English to accept something, admit something, advise someone, compliment someone, congratulate someone, contradict someone, criticize someone, deny something, forgive someone, offer, accept or decline help, make an invitation, give an opinion, praise someone, reassure someone, report progress, refuse a request, make a suggestion, threaten to do something, etc.

- “Two volumes of *Fluency in Functional English* help speakers achieve the skill of being able to say the right thing in the right social and career contexts.” – **The New Sunday Express**. • “Two volumes of the title *Fluency in Functional English* are meant to equip speakers with the skill to say the right thing in the right social context.” – **THE HINDU**.

▪ **Book S3/B15: Fluency in Telephone English & Sectoral English:** Fluency in Telephone English. Guidelines for making a call. Guidelines for answering a call. Telephone word groups. Word groups for use while making a phone call. Word groups for use while answering a phone call. Word groups to speak about telephoning in general. Fluency in Business English. Fluency in Banking English. Fluency in Travel English. Speaking about Food and Drink. Everyday politics.

- “*Fluency in Telephone English & Sectoral English* teaches you how to be fluent over the phone.” – **The New Sunday Express**.

▪ **Book B5: How to deal with hesitation:** Pauses and syllable lengthening. Junction pauses. Junction pauses and grammatical breaks. Spontaneous speech. Non-spontaneous speech. Hesitation pauses. Pause notation. Paracomplex, parabolic and parapauses. Minor and major boundaries. Syllable lengthening. Public & non-public and formal & non-formal situations. Speech production and hesitation. Problems causing hesitation. Result of hesitation. Native and foreign hesitation. Native hesitation is a normal phenomenon. A basic reason for lack of fluency. Giving flow to your speech. Preventing foreign hesitations. Dealing with hesitations. Pauses. Hesitation noises. Hesitation fillers. Hesitation caused by 6 Problems. Guidelines. Practice with action word-groups. Questions for rhythm drill. Questions for practice.

- “*How to deal with hesitations* is a book on hesitation management.” – **The New Sunday Express**. • “*How to deal with hesitations* is a key title in the series. It deals with the techniques of mid-speech hesitation management.” – **THE HINDU**.

▪ **Book B6: Oral Training in Fluency Vocabulary (Vol. I):** Training in ‘General Structures’. The way speech gets produced. Framework for speech-production. Shape of speech units. Fluency tools. Repeated exposure. The most important point in vocabulary choice. About words you should master. Objective-based vocabulary-development. The test for word-selection. General structures. Subsidiary word groups. Place-relating word groups. Time-relating word groups. Frequently-used monosyllabic words. Words of the greatest general service. Practice with major word groups. Action word groups. Naming word groups. Phrasal verbs. Phrasal-prepositional verbs. Prepositional verbs. ‘Adjective + Noun’ combinations.

- “The title *Oral Training in fluency vocabulary* comes in three volumes. They concentrate on training you thoroughly in techniques of vocabulary-manipulation during spontaneous speech production.” – **The New Sunday Express**. • “Vocabulary manipulation is another key area in the *Fluentzy* scheme. Three volumes of the title *Oral Training in Fluency Vocabulary* are devoted to this.” – **THE HINDU**.

▪ **Book B7: Packing of information:** Techniques of information-packing. Subordination and co-ordination. Nature of information-packing and fluency. How to avoid dense packing. Special subordinate constructions. Complex phrases. Pre-modification and Post-modification. Modification and complexity. How to avoid modification. Exceptional cases. Re-reference. Classifying function. ‘Adjective + Noun’ combinations. ‘Noun

+ Noun’ combinations. Conventional pre-modifiers. Non-specific modification. Intensifiers and downtoners. Fluency and word-modification. How to avoid modification. Intensifiers. Downtoners. How to avoid complexity. Embedded noun-phrases. Specific and non-specific words. Composing speech and speaking at the same time. Mental assessment and planning. Control of speech delivery. Inevitability of loose packing. Speech composition features. Listeners’ point of view. Looseness vs. Conciseness.

- “*Packing of Information* teaches you methodically how to pack meaning and content into speech the way native speakers of English do.” – **The New Sunday Express**.

▪ **Book B8: Impromptu Speech-flow techniques:** Impromptu word group ordering. Makeshift improvisations. Special ways of word group ordering. Topic-comment arrangement. Comment-topic arrangement. Repeated reference. Self-correction. Arrangement in parenthesis. Fronting. Appended word groups. Fragmentary word groups. Struggle-free speech-composition. Two types of self-imposed restrictions. Inter-related restrictive actions. Two techniques to smooth the way. Use of comment clauses. Comment clauses in statements. Comment clause combinations. Vagueness and Imprecision. Non-occurrence and non-availability of lexical item. Listing. Talking about quantity, number, duration, etc. Vagueness and uncertainty about what/who/where. Quality, description, etc. “sort of”. Vagueness through intensification. Generic use of ‘you’ and ‘they’. Starting trouble. Discourse markers. Discourse markers in combination. Combination of comment clauses and discourse markers. Topic shift. Other topic shift markers. Steady influence of the hesitation pause. Analyze the texts now.

- “The title *Impromptu Speech Flow Techniques* helps you learn quickly and easily how to organise word clusters in the most useful and effective way and carry on a spontaneous speech.” – **The New Sunday Express**.

▪ **Book S4/B16: Fluency Building & Mouth Gymnastics:** Fluency through mouth gymnastics. Past experience handicaps advanced non-native learners. Mouth gymnastics. Ineffective methods. Fluency in “wrong” usages is a handicap. Word classes for mouth gymnastics. Knowledge of organs of speech. The vocal apparatus. Word groups for mouth gymnastics.

- “*Fluency Building & Mouth Gymnastics* deals with skill-building techniques that can really get your organs of speech to overcome the pressures of the English language on them.” – **The New Sunday Express**. • “*Fluency Building and Mouth Gymnastics* helps speakers get their speech organs work smoothly in the way the English language needs them to work.” – **THE HINDU**.

▪ **Book S5/B17: Fluency in Speaking about People:** A person’s “make-up”. Behaviour. Attitude. Intelligence. Personality & personality traits. Feelings & emotions.

- “*Fluency in Speaking about People* helps you master the semantic and syntactic resources needed to achieve fluency in speaking about people and their behaviour, attitudes, intelligence, personality traits, feelings and emotions.” – **The New Sunday Express**.

▪ **Book B9: Fluency in Asking Questions:** How to make questions. Role of questions. Difficulty in framing questions. Chief reason for the difficulty. Question types. Yes-No questions. Conversion of statements into yes-no questions. Responses to yes-no questions. Negative yes-no questions. Everyday yes-no questions for practice. Wh-questions. Conversion of statements into wh-questions. Advanced wh-questions. Everyday wh-questions for practice. Question-initiator word groups. Declarative questions. Yes-no declarative questions. Wh-declarative questions. Tag questions. Structure. Special cases. Three important points you should remember. Invariant tag questions. Rhythm drill.

- “The title *Fluency in Asking Questions* is devoted entirely to the role of questions in fluent speech and fluency training.” – **The New Sunday Express**. • “*Fluency in Ask-*

ing Questions deals with a tricky skill.” – THE HINDU.

▪ **Book B10: Oral Training in Fluency Vocabulary (Vol. II):** Reply Expressions. Prompt-response practice. Subsidiary word groups. Manner word groups. Complementation of verbs by prepositional phrases. Prepositional phrases. The lexical bond. Free combinations of verbs and prepositions. Prepositional verbs are not phrasal verbs. Frequently-used prepositional phrases. Generative Structures. Fluency and General Structures. Phrasal verbs. “Adjective+Noun” word groups. Fixed Expressions.

▪ **Book B11: Fluency & Moment-to-moment speech production:** Life-giving elements of spoken English. A common mistake. Speech-composition features & duration of speech. Spoken English texts. The conversational touch. Directives. Exclamations. Special conversational emphasis. Leaving out words. Comparison. Comparison of qualities and characteristics. Comparison of manner. Phrasal verbs. Adjective + Noun.

• “*Fluency and Moment-to-moment Speech Production* teaches you in a systematic way the techniques of building speech from moment to moment as you speak along.” – **The New Sunday Express**.

▪ **Book B12: Oral Training in Fluency Vocabulary (Vol. III):** Everyday Medical English: Speaking about health and illness. Doctor to patient. Case-taking: Questioning the patient. Examination procedure. Mental examination by doctor. Diagnosis/treatment. Language patients use. General illness. Patients speaking about their mental state. General. Speech initiators in educated circles. How do people judge you? The way to sound educated and cultured. Image-building word groups. Adjective + noun. Phrasal verbs. Everyday questions for practice. Prompt-response practice. Rhythm drill. Final words.

▪ **Book S6/B18: Fluency in Topicwise English (Vol.I):** Fluency in speaking about a wide range of topics. Driving. Vehicle repairs & maintenance. Clothes. Weather. Money. Entertainment & Leisure.

• “Two volumes of *Fluency in Topicwise English* help you widen your fluency range. These two books help you master the word clusters that would help you handle important everyday topics with fluency.” – **The New Sunday Express**. • “Two other volumes of the title *Fluency in Topicwise English* cover the word groups that are essential for everyday use.” – **THE HINDU**.

▪ **Book S7/B19: Fluency & Pronunciation:** Pronunciation of conversational English. How to pronounce English like a native speaker of English. Intensive practice.

• “*Fluency and Pronunciation* helps you get a command of such of those elements of pronunciation as have to do with fluency.” – **The New Sunday Express**. • “*Fluency and Pronunciation* deals with the elements of pronunciation and shows how speakers can master pronunciation through independent training.” – **THE HINDU**.

▪ **Book S8/B20: Fluency in Topicwise English (Vol. II):** Good and bad. Farming, agriculture & gardening. Sports & Games. Essential computer English. Crime. Nature. Buildings and Home.

Buyers from 66 countries

Buyers from all over the world have bought the Fluentzy books. Yes, from all over the world: The USA, the UK, France, Australia, New Zealand, Denmark, Russia, Japan, China, the Middle East, South America, Africa, South East Asia. And they include buyers from ALL parts of India — from Kashmir to Kanyakumari.

And the buyers belong to all walks of life. Most buyers are very highly educated and very highly placed. Some of them are just 18 years old — and some, as old as 80. And there’s **one** characteristic that’s common to them all: They’re people who do things that are important enough to need a high degree of fluency in English. The buyers from India include:

(1) Judicial Officers. (2) Diplomats. (3) IAS/IPS/IFS/IRS Officers. (4) Other senior Central and State Civil Service Officers. (5) Top executives in companies & banks. (6) Commissioned Officers. (7) Advocates, Doctors, Engineers. (8) Scientists, Professors, Lecturers, Research scholars. (9) IT Professionals. (10) Businessmen, Accountants, Sales Personnel. (11) Journalists. (12) Candidates for the Civil Service examinations. (13) Candidates for **superior** jobs. (14) People seeking admission to MBA & MCA courses. (15) TSE candidates. (16) People planning to go abroad.

✓ And they even include District & Sessions Judges, Ambassadors, a High Commissioner, a Consul General, Commissioners of Income Tax, IGS of Police & Registration, General Managers & top executives of private & public undertakings (including multi-nationals), a Test Cricketer, an Arch Bishop and legislators, including a **Chief Minister**.

Price*

The amount of money [Price + PPH (Packing, Postage & Handling)] you have to pay depends on whether you want us to despatch the books to an address *within* India or *outside* India:

• **Addresses *within* India:** If you want us to despatch the books (paper edition) to an address *within* India, the amount you have to pay is:

(a) **Rs.3985.00***, if you pay this amount as a *lump sum*; OR

(b) **Rs.4705.00***, if you pay in 3 *instalments*.

• **Addresses *outside* India:** If you want us to despatch the books (paper edition) to an address *outside* India, the amount you have to pay is **Rs.5460.00** (Indian Rupees: INR). That is, **\$119** (one hundred nineteen) US dollars approx. (*Important:* Just pay at the exchange rate of INR!)

N.B. (1) For EXPRESS delivery by **speed post/courier**, see pages 23, 25-26. ✓

(2) Here’s Good News! Instead of buying the paper edition of the books, you can now buy the books as **E-books** delivered to you as downloadable files over the Internet. And thus you can save time *and* money. Visit www.fluentzy.com for more details on how you can buy the e-books.

* Please see the tables titled “For buyers *within* India” and “For buyers *outside* India” on page 23 for more details.

■ **For buyers within India:**

Paper Edition		As a lump sum (All 20 books)	Or	In instalments		
				1st (7 books)	2nd (6 books)	3rd (7 books)
	Price (After <i>discount</i>) ¹	3910.00		1610.00	1380.00	1610.00
	PPH ² (Regd. Book Post)	75.00		35.00	35.00	35.00
	Total	³Rs.3985.00		³Rs.4705.00		

■ **For buyers outside India:**

Paper Edition	Price (After <i>discount</i>) ¹	3910.00	Note: There's <i>no</i> instalment scheme for buyers <i>outside</i> India. [(i) All the books will be mailed to them all at once in a <i>single</i> bundle, and <i>not</i> in separate lots. (ii) For them, the faster & cheaper option would be to buy the books as e-books over the Internet. They can SAVE as much as USD \$39 (thirty nine) approx.]
	PPH ²	1550.00	
	Total	Rs.5460.00	
	USD \$119 approx.		

¹ All the 20 books are priced at Rs.230.00 each. So the price in total is: 20 x 230.00 = 4600.00. But for now, if you opt to pay the amount as a lump sum, you get an attractive *discount* as follows: • *Lump sum payment*: [Rs.4600.00 – 690.00 (= >15% discount)] = **3910.00**. • *Instalment payment*: Rs.4600.00 = **1610.00** (1st inst.) + **1380.00** (2nd inst.) + **1610.00** (3rd inst.).

Note: The books are *not* sold individually, but only (a) all together, or (b) in 3 lots. See page 16.

² Packing, Postage & Handling. ³ For despatch by speed post/courier, see pages 25-26.

■ **For buyers within & outside India: e-book format** (online delivery only)

Electronic edition (e-books**)	Price (after <i>discount</i>)¹: Rs.3680.00; Or USD \$80 (eighty) approx. (Rs.4600.00 – 20% Discount).
	N.B. 1) Price of the books in the e-book format is the <i>same</i> for all buyers — whether their address is <i>within</i> India or <i>outside</i> India. 2) No PPH ² for the e-books. 3) A substantial SAVING – in money & time! By choosing the e-book option, (i) those whose addresses are within India stand to save as much as Rs. 305.00, and (ii) those whose addresses are outside India stand to save as much as USD \$39! Visit www.fluentzy.com for details.

**e-books are delivered only over the Internet, and not on CDs or any other physical media. Visit www.fluentzy.com for details.

Lump sum Buyers (Within India)

If you choose the lump sum mode, you should make the lump sum payment of Rs.3985.00 *when* you send in the filled-in Order Form to us.

Instalment Buyers (Within India)

1). *1st instalment*: If you choose the instalment mode, you should pay the 1st instalment of your payment *when* you send in your Order Form.

2). *2nd instalment*: You should pay the 2nd instalment of the price *when* you ask for the 2nd lot of books. (**Note:** You can ask for the 2nd lot anytime after you get the 1st lot. You needn't wait for a full month.)

3). *3rd instalment*: You should pay the 3rd instalment of the price *when* you ask for the 3rd lot of books. (**Note:** You can ask for the 3rd lot anytime after you get the 2nd lot. You needn't wait for another month.)

4). *Instalment-rate freeze*: Here's something you stand to benefit from: For 3 months after you take the 1st lot, you're eligible to ask for the 2nd lot as well as the 3rd lot at the same price as stated in this Handbook. But if you ask for the 2nd lot or 3rd lot *after* 3 months, and **if** the price has gone up in the meantime, you have to pay the 2nd and 3rd instalments at the revised rate that would be in force at that time. So it'd be a good idea to complete the payment of all the three instalments *within* three months' time.

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You can pay the price (a) by bank draft (Demand Draft: DD), OR (b) by Speed Money Order, OR (c) online (from www.fluentzy.com), OR (d) by ordinary MO. [Note: Between the Speed-MO option and the ordinary-MO option, the Speed-MO option is better (and quicker)]. Important: Cheques *won't* be accepted.

The **safest method** of payment (for buyers within India) would be payment by DD. You can buy the DD from any scheduled/nationalized bank. If you're planning to send a **DD**, please do *these* things:

- Make the DD (a) payable to the "Adult Faculties Council"; (b) at *Ernakulam/Kochi/Cochin(Kerala)* – preferably, ERNAKULAM; (c) "A/c Payee only". • Write your full name *and* telephone number on the back of the DD.

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If you're planning to send the payment by **Speed MO** or by **Ordinary MO**, you should do *two* things:

- Write your full name, full address and telephone number in the space for communication (meant for the payee) in the MO. You *should* do this.
- Rush your filled-in Order Form under separate cover, so that it reaches us at the same time as your MO — or even earlier. (Don't forget to do this).

IMPORTANT: To buy the *electronic* edition (= ebooks), you must pay online (from www.fluentzy.com).

■ Payment by Buyers *outside** India

If you want us to despatch the Fluentzy books (*paper* edition) to an address *outside* India, you must make the payment EITHER **online** (from www.fluentzy.com) OR by a “crossed (A/c payee)” bank draft payable to the “Adult Faculties Council” at *Ernakulam/Kochi/Cochin (Kerala)* – preferably, ERNAKULAM. But note this: For you, *online* payment would be the quicker, cheaper and safer payment option.

***e-book option, even better:** For buyers outside India, the quickest & cheapest (and of course, absolutely safe) option would be to buy the books as downloadable *e-books*, rather than to buy the paper edition.

Price freeze benefit (for Buyers within *and* outside India)

Once we send out this Handbook to you, you stand to benefit, because you’re *then* eligible for a freeze on the price for 3 months.

That is, suppose the price goes up after we send out the Handbook to you. Even then, we won’t charge the higher price from you, and you can buy the Fluentzy books for the same price as specified in this Handbook — provided that you make your payment and send in the filled-in Order Form *within* 3 months after we despatch the Handbook to you. But if you order the books only *after* that 3-month period, and **if** the price has gone up in the meantime, the price payable by you would be the revised price in force at that time.

Despatch of books

We’ll start despatching the books to you within **7** working days after receiving **both** your payment *and* Order Form. (Here’s good news: Though we ask for 7 days, we normally despatch the books within just **3 to 5** working days after receiving *both* the payment *and* Order Form).

To addresses <i>within</i> India		To addresses <i>outside</i> India
Lumpsum Buyers	Instalment Buyers	
By <i>Registered</i> Book Post.	By <i>Regd.</i> Book Post.	By <i>Registered</i> Book Post.
As e-books downloadable over the Internet, <i>if</i> you order the books as ebooks.	No e-book option.	As e-books downloadable over the Internet, <i>if</i> you order the books as ebooks.

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If you want us to despatch the books to an address within India by **speed post/courier**, please add to the lump sum price an **extra** payment of 200.00 (speed post)/Rs.400.00 (courier) — or to *each* of the 3 instalments 120.00 (speed post)/Rs.200.00 (courier). But please note:

1). If you’re asking for special delivery by courier, you *must* give your *phone number* and *pin code* in the Order Form. Or we may not be able to send the books to you by courier. 2). If you ask for courier delivery and make extra payment for it, but the address you give happen to belong to a place that is *not* serviced by a fast and dependable private courier service, we won’t be able to despatch the books by courier. Then we’ll be despatching the books only by *speed post*.

■ Express delivery to addresses *outside* India

If you want us to despatch the books to an address outside India by **speed post** (so that you get the books very quickly), please add to your payment an **extra** amount of **Rs.1800.00** (Indian Rupees) [= **39** (thirty nine) US dollars approx.]. The total amount payable would *then* be INR 5460.00 + INR 1800.00 = **Rs.7260.00** (= **158** US dollars approx.).

For you, the best option would perhaps be to buy the books as **e-books**.

How to order the Fluentzy books...

I. To buy the paper edition (and not the electronic edition):

- 1). Just make your payment (a) Online (through www.fluentzy.com); or (b) By bank draft/Speed MO/MO. (See page 24 to find out how).
- 2). If you make your payment by bank draft/Speed MO/MO, tear out the Order Form from this Handbook, fill it in and rush it to us. That’s it.

N.B. The books will NOT be sent by VPP.

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Just visit www.fluentzy.com and make your payment *online*. Yes, for the electronic edition, the payment has to be made *online*. (Here the procedure is the same whether your address is within India or outside India).

Buy at once...

Don’t wait for an **emergency** — when everything depends on whether you have a *high* degree of fluency in English.

Don’t wait till the day you’re called to have an important interview — press interview, radio interview, TV interview. Or a job or promotion interview. Or till the day you simply have to take part in an important discussion. Or make a crucial presentation. Or till the day you face a situation where average or below-average fluency would simply not do, and you simply *have* to speak in truly **fluent** English. With your speech units flowing out.

Don’t wait for such a do-or-die situation. Act NOW. And learn *not* just to speak English with average fluency — but to speak it with a high degree of fluency. Order Prof. Kev Nair’s Fluentzy books **TODAY!**

“Can I become fluent in spoken English thro’ self-study?”

Yes, you can. You definitely can – if you already know reasonable English.

In fact, it’s only through self-effort that you can become truly fluent in spoken English. That is, it’s not *just* that you can become fluent through self-effort. The fact is, self-effort is the **only** effective way of gaining true spoken English fluency. The one and only effective way.

This may sound incredible or surprising to you at first, but it’s the truth. Plain, unvarnished truth. Read on, and you’ll be convinced.

Alternatives to self-study route, *not* really practical

If you want to achieve fluency in spoken English, there are two courses of action open to you: 1). Master fluency techniques through self-study. Or, 2). Try an alternative method.

And there are only *two* alternatives worth considering at all:

- *Classroom instruction:*

You’ll find out from the following paras that this alternative is **not** an effective one – *if* your aim is to achieve the fluency skill. This option has certain built-in limitations. And these limitations can even work against your fluency efforts.

- *Living and working in a place where people speak mostly in English:*

The things we’re going to look at in the following paras will show you that this is **not** a practical option for most adult learners. If you choose this option, it would take several years (and not just a few months) for you to become fluent in English. And the value of this option depends on several other variables.

Of course, there are one or two *other* options that might look like alternatives. But they’re *not* really true alternatives at all. No. For example, doing translation, spending time listening to cassettes or CDs (containing theoretically-correct sentences), learning theoretically-correct sentences by heart from books and distance learning are *not* options worth considering – *if* your aim is to become good at producing fluent speech spontaneously. These options would only be of help to a very limited extent — that too, only for people who want to speak one-line situational English occasionally (and *not* for those who want to speak English at length, in detail). Of course, many people don’t realize this truth – until after they’ve tried these methods... and failed.

These are facts – and *not* mere opinions. And they’re true and correct – though they may be contrary to what many people believe.

Classroom instruction, *not* really effective

Do you think that classroom instruction for a *short* period of 3 or 6 months is going to make you speak fluent English? Mind you, even if you get classroom instruction for a *long* period, that’s *not* likely to be really effective — as far as *fluency* development is concerned.

For example, take the case of most people who have Bachelor’s or Master’s degrees (in English itself or in other subjects) — in countries where English is a second language. By the time they complete their degrees, they would have learnt English as a separate subject of study in classrooms (at school and college) for at least 5 to 10 years. That too, from about 5 to 10 different teachers. And they would also have learnt various other subjects through English in classrooms for at least 5 to 10 years. Yet, by the time they get their degrees, do they become fluent enough in English to speak it fluently?

So don’t be under the impression that classroom instruction is a sure cure for all your fluency problems – even if it stretches over several years. Now if classroom instruction (in English *and* through English) for as long a period as 5 to 10 years cannot produce fluency in you, do you think that classroom instruction for a short period of 3 or 6 months more is going to make you fluent?

Fluency techniques and real-life situations

You see, the things you need are a thorough knowledge of fluency techniques and the experience of using them in real-life situations.

Can classroom practice be practical for learners who aren’t fluent at all?

Of course, classroom sessions can set up mock conversational situations and get you to take part in them. But if you want to take part in a mock conversational practice session, *and* if you want to contribute something to that session in English, shouldn’t you *already* know how to speak English spontaneously – at least somewhat fluently? Otherwise, how will you be able to take your turn and say something meaningful at all?

Suppose that a few people (who can’t speak fluent English) keep getting together and keep speaking among themselves in broken English for a few months. Are they going to pick up the skill of speaking *fluent* English – from this sort of practice? Won’t they only be getting more and more used to their *broken* English habit – and other bad speech habits? Instead of breaking those habits? That’s why the most important thing you should do first is to learn *fluency techniques*.

Teacher can help only with accuracy — *Not* fluency...

Mind you, even a teacher’s presence cannot improve the situation. No, it can’t. Why? Because a teacher will be able to notice and correct only ‘externally noticeable’ mistakes: Mistakes of grammar, usage, vocabulary, etc. But remember this: We’re speaking about people who know English — very well or reasonably well. Don’t they already have a good command of grammar and usage? And don’t they have a reasonable (or even a wide) vocabulary? Even then, don’t most of them

find it hard to be truly fluent?

So ‘externally noticeable’ mistakes are not the real reason that blocks fluency. The real reason is this: Internal speech processing difficulties. And internal speech composition problems. Mistakes, difficulties and problems that happen when your mind tries to compose speech *before* its delivery. When your mind tries to manipulate the semantic and syntactic resources of the English language — to process information. And to formulate speech out of that information. And to bring it up for delivery.

Mind you, a teacher or anyone else will *not* be able to notice these internal mistakes and problems. Or the *pre-delivery* process. No, they can’t, because these things happen *inside* your mind. You are the only person who’ll be able to be aware of them — and to cope with them on the spot.

Deal with the realities of the real-life situations

A mock conversational session is an artificial speech-situation, and not a real-life speech situation. And so in a mock session, most of your time would be spent in wondering what to say and in racking your brain – unless you’ve prepared yourself thoroughly in advance with the help of a script.

And if you train to become fluent by *first* learning from a script and *then* by repeating the same thing from memory, you’re **not** going to become fluent. No. This is because in such a situation, you’re actually training in ‘prepared speech production’, and *not* in ‘spontaneous speech production’. But in a real-life speech situation, you feel the real need to speak. And the situation itself provides you with the content of what to say. In such a situation, the very things that urge you to speak provide you with plenty of ideas to speak about. And so in such a situation, you won’t have to make any effort to think of something to say.

And the way the form and content of speech develop in a real-life situation is quite different from the way those things develop in an artificial conversational situation. When fluent speakers speak in real-life situations, they put together and say their speech-units by coping with a number of types of pressures — pressures from factors connected with language as well as pressures from factors *not* connected with language. Depending on the way these pressures and factors work, they keep adapting and manipulating the form, content and phrasing of what they say. And they keep modifying and adjusting the sizes and shapes of their speech-units and the very framework of the whole spoken text.

But in a mock conversational situation, the pressures present are of a different type. So whatever experience you get from such a mock situation won’t be of much real value to you — in real-life speech situations. What will be of real value to you in real-life situations are the skills you need to manipulate your English and to adapt it to the moment-to-moment demands of those situations.

And the fluency techniques that Prof. Kev Nair’s self-study books in the Fluenty series cover are the very things that help you get these skills.

Fluency Nucleus: “Quite impressive... Nair has identified a fluency nucleus as the key to fluent English. And unless one has this nucleus in himself, he can never achieve true fluency.” – **THE HINDU.**

Classrooms can’t train you in language manipulation

You see, if you join a group of learners and try speaking to them in English, *purely for gaining fluency in that language*, this is what’s going to happen: When you start speaking, your attention would be focused *not* on **what** you say, but on **how** you say it. That is, your attention would be focused on the *form* of the language itself, rather than on the *content*. This would make you highly *self-conscious*. And you’d keep feeling that others are looking at you — and judging you and the way you speak. And this would make you keep feeling uncomfortable, awkward, embarrassed and even shy.

All this would prevent the speech situation from giving you effective training in *language manipulation*. But you see, the core of your fluency skill is nothing but your ability to manipulate the language you use and to juggle with it — to repeatedly rearrange, change and modify your speech-units and the way they’re organized — in order to make them convey your ideas in the best way possible. So, if a mock conversational situation cannot give you effective training in *language manipulation*, it cannot be called an effective fluency tool at all — whatever else its other advantages may be.

On the other hand, in a real-life situation, your attention is most often held firmly and completely by the *content* of what you say and by your involvement in that *content*. And so, in a real-life situation, your attention doesn’t often get diverted to the way you speak.

So the situations from which you should get the experience of speaking are *real-life* situations, and not mock conversational situations.

Get experience from real-life situations

What you need (in order to achieve *fluency*) is **not** training in mock conversational situations, but the experience of speaking in real-life situations. And it won’t be correct to think that learners who do independent study don’t get this sort of experience. They *do* get plenty of experience of this sort. That too, from the only sources from where anybody can hope to get it: The real-life situations they face every day.

You know, one of the reasons why many people buy Prof. Kev Nair’s Fluenty books and do a self-directed self-training is this: They often find themselves in real-life situations where they have to speak fluent English. But they’re not able to make the most of those situations, because the English they speak isn’t quite fluent — or fluent enough to their satisfaction.

Most of the learners who train themselves with the help of Prof. Kev Nair’s Fluenty books are people who have jobs or professions or are in business. They’re usually in contact with people who speak English. And they all have plenty of opportunity to make use of their fluency skill in their workplaces or in places where their jobs, professions or social and spare-time activities take them — or while travelling. Other learners who train themselves with the help of the Fluenty books also have enough opportunity of interacting with people who speak English — at places where their career-preparation activities, higher-educational activities, social and spare-time activities and daily life take them.

Even otherwise, there are several practical ways to get yourselves into real-life speech situations and to have the opportunity of putting fluency techniques to real use. So remember this: Generally speaking, classroom training in interaction doesn't have much value for people who already know English, but are trying to become *fluent*. It has real value only for beginners who are trying to learn English and for those who can't even speak one-line situational English easily.

Instruction & Feedback: From the Self... to the Self

You see, face-to-face instruction and an instructor's feedback on a learner's work are *not* as important in fluency training as in learning *other* subjects of study.

You *don't* need face-to-face instruction

Fluency is a unique skill – the only one of its kind. It's a 'learning oriented' skill, and not an 'instruction oriented' one. It's a skill that's of a type quite different from other skills like cycling or swimming.

This is because fluency in speech depends mainly on a series of mental processes that go on within you. These are a series of actions that you carry out within your mind (to compose what to say and to say it at the same time). And these are *not* 'external' actions, or actions that are visible or obvious to other people. Others have no way of noticing or finding out what actually goes on inside your mind. The point is this: While you're training to speak fluent English, the kind of help teachers will be able to give you is quite different from the kind of help they'll be able to give you while you're training to swim or ride a bicycle — or while you're learning mathematics or computer programming or machine repair. And note this: While you're training to speak *fluent* English, the kind of help that teachers will practically be able to give you is of a kind that *can* effectively be given through self-study books.

You see, face-to-face interaction between an instructor and a learner may have great importance in learning most *other* subjects. But its role is limited when you learn a skill like *fluency*. The performance and progress of a fluency learner (who already knows English) does *not* actually depend on learner-instructor interaction or on feedback or on the instructor watching the performance of a learner or on a learner watching the performance of the instructor.

Fluency work *doesn't* normally need correction

When you learn a subject like mathematics or computer programming or machine repair, you'll need to interact with a teacher — from time to time.

The reason is this: In subjects like these, even the smallest thing you do has to be according to a *rigid* framework — a framework that you cannot modify at all to suit your convenience. And such frameworks are not only rigid, but also *externally* imposed — that is, they come from sources *outside* your own mind. In subjects like these, you have to follow principles, rules, concepts, formulas and procedures that *others* have set. And you're not free to deviate from them or to adapt them to different conditions and circumstances (as and when those conditions and circumstances occur).

So in subjects like these, you'll need a teacher's help and guidance from time to time. In subjects like these, teachers may have to get feedback on your work, so that they can tell you where you've gone wrong and why, how well or badly you've been doing, and how you could improve.

But when you learn a unique skill like fluency, things happen differently.

When you learn a skill like fluency, there are *no* rigid frameworks that you have to follow compulsorily. Whatever frameworks you may happen to follow are those that you yourself decide on – according to your convenience. And you're free to adapt and modify them to suit your speech-composition needs (from moment to moment). Whatever external constraints may happen to be there are *not* of a rigid nature, but are quite flexible. And anybody who has learnt fluency techniques can deal with those constraints in a number of different ways (according to their communicative convenience).

This is so about all *externally* imposed constraints in spontaneous speech – constraints imposed by the content as well as form, semantic and syntactic constraints, lexical and grammatical constraints, and constraints imposed by verbal and situational contexts.

Speaker is total master of language manipulation

You see, it's not as though you can only compose a long stretch of spontaneous speech by a single method. Each learner is free to compose it in any of the several ways they find convenient.

Also, a natural speech-situation is ever alive, fluctuating and open-ended. And there are no restrictions or limits set in advance on the way speakers can give shape to their speech-units and organize these speech units into a spoken text. And speakers themselves are the only people who'll be able to decide what restrictions or limits they should set on things as they speak on, and how they should keep adapting their speech units to the speech situations from moment to moment.

So when you learn a skill like fluency, you don't have to solve any problem of a mathematical or machine-related type or of a manual or technical type. In particular, you don't have to solve any problem that can only have one answer or solution. So the question of accuracy (in the sense of mathematical accuracy) or the need for correction of mistakes (by an instructor) does not arise at all.

The only question of accuracy that can be thought of in fluency training is the question of *grammatical* accuracy or *word-related* accuracy of an elementary type. Here, you should note two things:

- Prof. Kev Nair's Fluency books are meant for people who already know reasonable English, and *not* for beginners. Even then, they deal extensively and thoroughly with various aspects of grammar and vocabulary that would help you in spontaneous speech production. (Of course, Prof. Kev Nair's Fluency books do these things from the fluency development angle, and *not* from the conventional angle).

“Prof. Kev Nair has been leading the world in English fluency research since 1971.” – **The Competition Success Review.**

- If you want to become good at English production, you'll *have to* learn to sort out all grammatical and word-related difficulties **on your own** – without help from other people. You can easily do this with the help of a dictionary meant for advanced learners.

So in fluency training, the question of a learner needing to get his work corrected by an instructor doesn't arise – in the way that this question arises when you're learning other subjects or skills.

Learning difficulties: Grist to the mill of self-study learners

Prof. Kev Nair knows what sort of difficulties a learner doing self-study is likely to run into —while learning by themselves from his self-study books. He knows this from his experience with hundreds of thousands of learners since as far back as 1974.

Through constant observation and study, he has found out the points where a self-study learner might run into difficulties. And he has identified the doubts that a learner might come to have, and the queries and questions that a self-study learner might like to get answered. And his *Fluentzy* books deal with all these difficulties, doubts, queries and questions thoroughly and completely.

Fluency learner's difficulties are of a unique kind

Now, there's something important that you must understand here: You see, while you're learning other subjects like mathematics, computer programming or machine repair, you'll often run into difficulties that may need the help of an instructor. But you *won't* normally run into difficulties of *that* sort while you're learning the *fluency* skill. Actually, by the very nature of things, you can't.

Of course, if someone who doesn't know English is trying to learn it, *then* they'll certainly have difficulties of the same sort as learners trying to learn subjects like mathematics, computer programming and machine repair. But *fluency* learners are people who've already learnt English. And now they're doing something different: They're now learning to be fluent. And while learning the fluency skill, their intention is *not* to gain more knowledge of the English language as such — though they'll certainly be picking up more knowledge of the English language along the way. Their intention is to gain spoken English fluency. So while learning the fluency skill, what they're actually doing is to learn the techniques of orally manipulating the English they know in a skillful way — and of making it work in the way they want it to. And they're trying to re-orient the knowledge they already have... to the needs of the fluency building process.

So while learning the fluency skill, the difficulties you may run into are of a different type. And Prof. Kev Nair's *Fluentzy* books deal with them effectively.

Knowledge of fluency techniques

Prof. Kev Nair's self-study books describe and explain each aspect of each fluency technique thoroughly and completely – in the simplest English you can imagine. Every effort has been made to make sure that you learn from them easily and quickly. And every effort has been made to make sure that you re-

tain whatever you've learnt – and that you don't forget those things in a few days after you've learnt them.

Several techniques have been used in these self-study books to make sure that the things you learn and retain do not remain simply at a verbal level, but get absorbed into the deeper levels of your mind, into your whole system. This has been done, so that the things you learn will spring to your help whenever you need them. Several techniques have also been used to make sure that it becomes second nature to you to apply the things you learn from the self-study books to real-life situations. You begin doing this instinctively, almost without thinking. And you become skilled at doing whatever needs to be done to process speech in your head – and to produce it smoothly and continuously. Several techniques have been used to make these skills become easy to you.

Now, the aim of getting you to train in this way is to get you into a state of readiness to deal effectively with speech-processing difficulties and speech-production difficulties — while speaking spontaneously.

You put the fluency techniques to practical use in real-life situations when you speak spontaneously in those situations. When you speak spontaneously, you convey your ideas in a way that you find *possible* at that point of time — and not in a preplanned way. So you're free to adapt everything you say to frameworks that *you* then find possible. Now if you find some difficulty while doing this, as you speak on, you have to deal with it *on the spot* — *then and there*.

You see, these are not difficulties that are particular to learners alone. Even fluent speakers face these speech-planning and speech-production difficulties every time they speak spontaneously. Yes, every one of them, without exception.

The only difference between a non-fluent speaker and a fluent speaker is this: Fluent speakers know fluency techniques. And they're good at dealing with these difficulties *on the spot* — by applying the fluency techniques unconsciously. In this way, they're able to prevent their speech from breaking up. And when they do this, their speech gives the impression of a smooth flow. But someone who has not learnt fluency techniques does not know how to do this, and so they falter and can't speak fluently. In fact, the whole thrust of fluency training is to get you to understand what sort of difficulties these are, and how you can deal with them as you speak on — *on the spot*.

The whole point is this:

The sort of difficulties that you may have *while speaking in a real-life situation* are difficulties that an instructor *cannot* realistically help you deal with. They're difficulties that you will have to deal with yourself — **on the spot**.

With *Fluentzy*, self-study is easy to do

Fluentzy is a set of books that the buyers may choose to use for self-study. These books are meant for people who are *ready, willing and eager* to study on their own, without being instructed or trained by anyone else — in class or by post or through any other mode. And it's almost impossible that the self-study learners may have difficulty understanding things from Prof. Kev Nair's self-study

books. Here are the reasons:

- 1). The self-study books don't use language that is unclear or confusing – or that can be understood in more than one way. They tell you things in the most simple and direct language. The self-study books use words that are the simplest that can carry the ideas conveyed, and grammatical structures that are the clearest and most direct possible. The books use English that is plain and clear to tell you things. And they convey ideas from the instructor's mind to your mind quickly, easily and accurately.
- 2). The topics the self-study books deal with are well-planned and well-organized, so that they're clear and sensible and all their parts fit well together.
- 3). The self-study books don't tell you things in a hurry or leave you wondering what they mean. They explain everything slowly and patiently, taking their time doing it. The self-study books say enough about each little point, so that it gets firmly into your mind. The books give you plenty of examples at every step and make it quite easy for you to understand everything. Plenty of examples – a very large number of them. And when they explain a point, they give you all the information you need.
- 4). The self-study books anticipate the sort of difficulties you may run into while learning from them, and the sort of queries and questions you may like to get answered. The self-study books deal with these difficulties, and answer all these queries and questions thoroughly and completely. So while learning from the self-study books, you're *not* likely to get a feeling that you're not certain whether your understanding about some points is correct or not. And you won't get a feeling that you've not understood any points fully.

So, if you can follow simple directions in simple English, you're *not* likely to face any difficulty while learning from Prof. Kev Nair's self-study books. Even if you do, self-study books themselves take care of those difficulties.

Living and working in an English environment

For adult learners, an English environment will only become an effective training ground **if** they've already mastered fluency techniques. Yes. This fact will become clear to you as you read on.

This route will take years

Of course, it'll certainly be very helpful if you can live for a long period of time in an environment where people only speak English. Yes, for a *long* period of time. There's no doubt about it. You'll then be able to keep on listening to spoken English *and* you'll find yourself forced to have conversations in English. And this listening experience and speaking experience would give you a sort of real-life training. And this training would help you learn to speak fluent English. But don't let this fact mislead you or give you a wrong idea.

Mind you, just because you spend your time for a *short* period (like 3 or 6 months) with people who speak English, that alone is **not** going to give you the

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skill of speaking English fluently. No. Not at all. Of course, that'll help you pick up a few formulaic expressions and common phrases. But don't think that it'll give you the fluency skill.

If you want to achieve fluency by living and working in a place where people only speak English, that's going to take a *long* time. That'll take at least 5 years, if the English environment is ideal. Otherwise, it'll take longer.

Now, can adults (from countries where English is not the first language) afford to leave the place they live and work in and go and spend that much time in an English speaking country or area – purely for achieving fluency in English?

And even if they do this, the end result will **not** be as satisfactory as that Prof. Kev Nair's self-study books can produce. No. So if you have the opportunity of living and working in an English-speaking country or area, this is what you should do: You should first master the fluency techniques Prof. Kev Nair's self-study books cover, and *then* put those techniques to use in an English environment. You'll *then* be able to reach a high level of fluency within a short period of time.

English environment in second-language countries

First let's consider the kind of English environment you get in a country where English is a second language (and not the native language).

Suppose that you live or work for several years in such a country among people who often speak English. Of course, you'll *then* have the opportunity of listening to English spoken by others. And you'll also find yourself forced to speak in English in various communicative situations. But do you think such an experience is going to make you able to speak English at length and spontaneously? In a short period of 3 months or 6 months or one year?

Even if you live and work in such an environment for several years (say 5 years or more), the chances are that you'll only become able to communicate certain essential things in English – through one-line or two-line utterances. That too, in routine or repetitive communicative situations – and *not* in new or unfamiliar situations. The chances are that this sort of experience in listening and speaking may *not* take you to a stage when you can call yourself fluent – in 5 or 10 years. If you want to call yourself fluent, you must have the skill of speaking English easily and continuously, at least for a few seconds at a stretch, in almost all the real-life situations you face every day.

English environment in English-speaking countries

Of course, the situation would be quite *different* if you can live for a few years in a country like England or America – where people speak English as their native or first language. If you live in an English-speaking country for about 5 years or more *and* if you're able to have conversations with the English-speaking people there regularly, *then* you're likely to become fluent in everyday conversational English. Yes, in everyday conversational speech. That too, *not* in a short period of 3 or 6

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months, but in about 5 *years* — or more.

But even then, you may find it difficult to become fluent enough to speak English in detail and spontaneously – to describe or explain things or to argue or to have a serious conversation. If you want to reach that stage, you'll need to learn fluency techniques deliberately.

Of course, you'll have a lot of speaking and listening experience from the English environment you live and work in. But without the fluency techniques (that Prof. Kev Nair's self-study books cover) to guide you, all that experience is likely to get your fluency skill to develop in a disorganized and haphazard way.

All this also depends on the type of environment you live and work in. If you live and work in an environment where you have to make heavy use of oral English, then you'll become quite fluent. Otherwise, you'll only become fluent in communicating your essential needs and in performing everyday functions in English. And mind you, you'll be able to communicate in good English only if you live and work in an *educated* environment. If you live and work in places where living and working conditions are bad, and where people speak *non-standard* English, the English you'll learn to communicate in will also be non-standard English. This *then* becomes a liability, rather than an advantage.

Without fluency techniques, English environment alone won't help

Now here's something you should think about: Even if you go to England or America, *how* are you going to *start* communicating in English – if you're not already fluent at least to some extent? If you're already somewhat fluent, then of course, living and working with educated native speakers of English will certainly help you become more fluent — over the years. But if you're not already somewhat fluent, won't your progress be difficult?

So remember this: Even if you're someone who has the opportunity of living and working in an English environment, the thing you should do first is to learn the fluency techniques that Prof. Kev Nair's self-study books cover. You should do this whether you live and work in an English-speaking country or a country where English is not the native or first language.

So you can see that Prof. Kev Nair's self-study books meet a pressing need.

Fluency techniques: The only quick & easy route

So isn't one thing clear to you by now?

Conventional alternatives to a self-directed self-training are *not* practical alternatives at all. And they're not as effective as they're supposed to be. If your aim is to achieve fluency (and not just to learn more English), the only practical option left to you is to learn the fluency techniques that Prof. Kev Nair's self-study books cover. This is the most effective option, too.

Once you've mastered the fluency techniques, any further speaking and listening experience you'll come to have would certainly add to your fluency. But till then, even if you get the opportunity of living and working in an English en-

vironment, that experience alone would **not** be enough to make you fluent.

Act now

So here's a unique fluency building system that adopts a realistic and direct method — to help you achieve a high degree of fluency in English. A fluency-building system that concerns itself with practical things and actions, rather than with impractical ideas.

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Final Word

- “If you tend to use English in your day-to-day life, and if you are looking for achieving excellence in it, here's the final word on the line of authorities you need to follow: *Quirk* for grammar, *Fowler* for usage, and *Kev Nair* for fluency.”

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