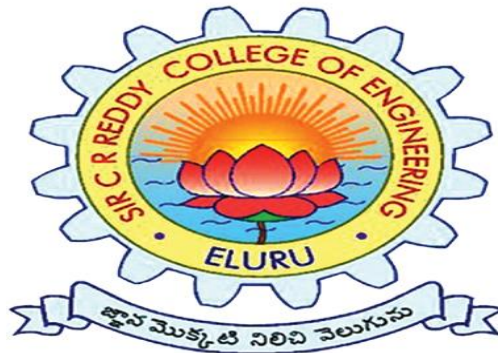


English Language Lab

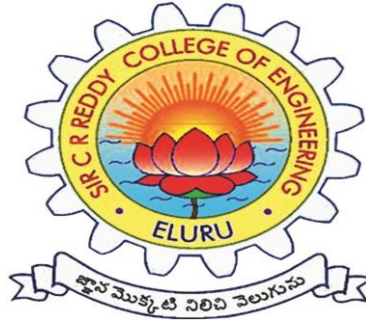
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To all the Branches of I/IV B. Tech Courses
(I -Semester)

LAB MANUAL & OBSERVATION BOOK (For Internal Circulation only)



FIRST YEAR ENGINEERING DEPARTMENT
Sir C R Reddy College of Engineering
(Approved by AICTE & Permanently Affiliated to JNTUK, Kakinada.)
534007



Sir C R Reddy Engineering College
(Approved by AICTE & Permanently Affiliated to JNTUK, Kakinada.)
534007

CERTIFICATE

*This is to Certify that it is a bonafied record of Practical work
done by Sri/ Kum _____
bearing the Regd. No. _____ of _____
Class _____ branch in the _____ laboratory
during the Academic year _____ under our supervision.*

Signature of Head of the Dept

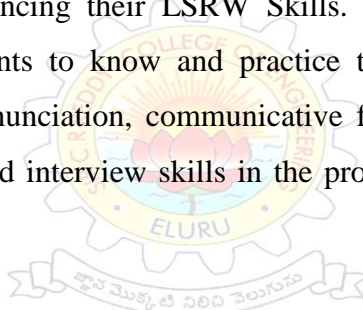
Signature of Lecture In-charge

Signature of Internal Examiner

Signature of External Examiner

FOREWORD

English is an integral part of the Engineering curriculum. It serves as a bridge between the students' years of formal study before joining Engineering and the professional life during and after Engineering that requires them to use English on a daily basis. The main aim of English Language Lab is to improve Communication Skills in formal and informal situations by familiarizing the students with the use of English in everyday situations and contexts. It focuses on the production and practice of sounds of language and trains the students in enhancing their LSRW Skills. This English Language Lab Manual helps to the students to know and practice the IPA symbols of English language, standardized pronunciation, communicative functions, presentation skills, group discussion, debate and interview skills in the process of their excellent future pursuits.



PRINCIPAL

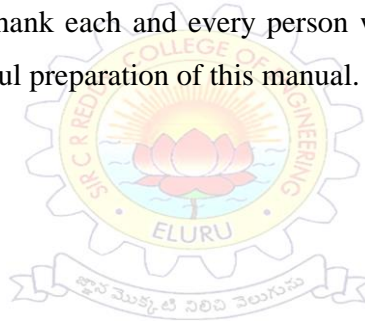
ACKNOWLEDGEMENTS

We are very much grateful to our management for their perennial support and magnanimous encouragement.

We also owe our deepest gratitude to our eminent Principal Sir, Dr.K. VENKATESWA RAO, who has initiated the prime thought of this English Language Lab Manual. We heartily thank for his invaluable suggestions with which the manual has been made possible.

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We also personally thank each and every person who extended their suggestions and assistance in the successful preparation of this manual.



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PREFACE

English is an International language and it is a language of communication and employability. The ultimate objective of English language learning is to get ability to communicate in various contexts and in real life situations. Students should be good at language skills (listening, speaking, reading and writing) along with pronunciation & conversational skills. One can learn English language through practicing, and one can strengthen one's communication skills by participating in different activities like Group Discussions, Presentations, Debate, Role Plays etc.

English lab manual covers mainly three skills- pronunciation skills, conversational skills and communication skills. The first section covers phonetics, stress, intonation and pronunciation skills. The second section includes conversational skills which enables the students to be good at various social life and real life situations. The third section focuses on employability skills like Group Discussion, Debate, Presentation Skills and Interview Skills. The English Lab Manual helps students to develop their integrated skills of language.

SYLLABUS:

Prescribed Text Book:

“Infotech English”, Maruthi Publications.

- 1) English Sound Pattern-Letters
- 2) Sounds of English
- 3) Pronunciation
- 4) Stress and Intonation

Unit-1: Letters and Sounds

Worksheet-1

Unit-2: Interactions-1

Worksheet-2

Unit-3: The sounds of English

Worksheet-3

Unit-4: Interactions-2

Worksheet-4

Unit-5: Pronouncing words- some important patterns

Worksheet-5

Unit-6: Interactions-3

Worksheet-2

Unit-7: Stress and Intonation

Worksheet-2

Reference books:

1. Cambridge English Pronouncing Dictionary, Cambridge University Press, India, 2012.
2. A Textbook of English Phonetics for Indian Students by T. Balasubramanian, Macmillan Publisher, 1981.

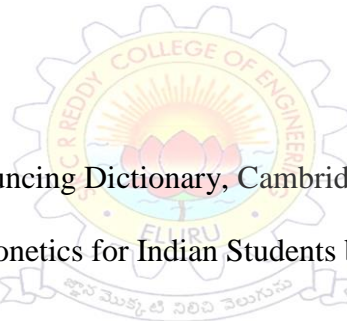


TABLE OF CONTENTS

S. No	Topic	Page No
	Objectives	1-4
	Learning outcomes	
	Distribution and weightage of marks	
	Instructions to the students	
	Index	
I	Introduction to Phonetics	5-21
	Phonetics	
	Organs of Speech	
	Mechanism of Sound Production	
	Consonants	
	Vowels	
	Diphthongs	
	Minimal Pairs	
II	Stress and Intonation	22-42
	Sentence Stress	
	Word Stress	
	Intonation: Structures, Functions and Use	
	Value Added Contents	
III	Vocabulary	43-51
	One Word Substitution	
	Idioms	
IV	Communicative Functions	52-54
V	Presentation Skills	55-59
VI	Group Discussion	60-61
VII	Debate	62-64
VIII	Interview Skills	65-66

OBJECTIVES:

- To focus on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations and contexts.
- To make students recognize the sounds of English through Audio-Visual aids.
- To help students build their confidence and help overcome their inhibitions and self-consciousness while speaking in English. *The focus shall be on fluency.*
- To familiarize the students with stress and intonation and enable them to speak English effectively.

LEARNING OUTCOMES:

- Students will be sensitized towards recognition of English sound pattern.
- The fluency in speech will be enhanced.

DISTRIBUTION AND WEIGHTAGE OF MARKS

1. The practical examinations for the English Language Lab shall be conducted as per the University norms prescribed for the core Engineering practical sessions.
2. For the Language lab sessions, there shall be a continuous evaluation during the semester for 50 Sessional Marks and 50 Semester-end Examination marks.
3. For the 50 Sessional Marks, 20 marks shall be awarded for day-to-day performance, 10 marks to be awarded by conducting Internal Lab Test(s), and 20 marks for work sheets attached to the lab manual.
4. For the 50 Semester- end (External) marks, 30marks shall be awarded for written examination (dialogues, the sounds of English and stress) and 20 marks for external examiner viva-voce, tested by way of reading a passage or a conversation.

Note: The external lab shall be conducted by the teacher concerned with the help of another English faculty of affiliated Colleges of the University/other Institutions.

INSTRUCTIONS TO THE STUDENTS

- 1) The class will be divided into two batches: I Batch & II Batch.
These two Batches attend the Activity and Lab Sessions alternately.
- 2) Headphones should not be used for any other purpose except for listening to the software.
- 3) Students are required to be careful while handling and operating the computers.
- 4) Students must bring their lab manuals to the lab without fail and get them Signed by the faculty, In-charge.
- 5) Use of mobile phones during lab hours is strictly prohibited.
- 6) Students should wear formal dresses and must have their ID cards.
- 7) Should come to the lab in-time.
- 8) It's mandatory to enter your name in Lab log-in register.
- 9) Students should have an active participation in the lab activities.
- 12) Students need to maintain discipline, good code of conduct and regularity to the classes.
- 13) Students are instructed not to use pen drives/ DVD's during the lab sessions.
- 14) Students must observe the good ambience during their classes.

I. INTRODUCTION TO PHONETICS

Objectives

- To identify the speech sounds of English and their classification.
- To understand the concept of ‘neutralized accent and pronunciation’.
- To know phonetic transcription and phonemic symbols of English.

Importance of learning Phonetics

In the present globalised scenario, the advancement of fast pacing technology and innovations has erased the national boundaries and the entire world has come under a single roof. Of late, an innumerable number of students, a large number of engineers, professionals and technologists are going abroad in view of not only for finding career prospects but also for pursuing higher studies with research interests in various academic and scientific fields. In these contexts, they need the lingua franca (the worldwide acceptable language) to communicate in classrooms and in various practical contexts. At this juncture, people greatly need effective communication skills. Both verbal and non-verbal communication skills should be predominantly learnt by the students in the process of their promising future prospects.

In the present contexts, learning and speaking in English has been very much necessary for all the students in enhancing their both hard and soft skills. They need to concentrate on correct pronunciation that is Received Pronunciations (RP) as devised and suggested by the International Phonetic Association as a standardized representation of the sounds of oral language.

Students need to know how to pronounce what they want to say. How one says something is as important as what one says. It means that it is necessary for all the learners of English to acquire the standard correct English pronunciation if they want to understand English speakers and want others to understand themselves.

Standard Correct pronunciation implies the following:

- 1) Correct pronunciation of sounds
- 2) Correct pronunciation of words, with special attention to stress
- 3) Correct intonation in different types of sentences, which includes correct sentence stress and rhythm, and correct use of rising and falling tones.

In the section ‘Phonetics’, we will study English Pronunciation: Sounds, Stress, Rhythm, Intonation, and other useful things.

PHONETICS

Phonetics:

Phonetics is defined as the scientific study of speech sounds. It is a branch of linguistics that deals with pronunciation. Every language has a set of sounds produced with the air that we breathe out. Different sounds are produced with different parts of the mouth. The throat takes different positions and the air (breath) comes out through

these positions. Phonology is the study of sounds within a language system. Phonetics has three different aspects:

a) Articulatory Phonetics – describes how vowels and consonants are produced or “articulated” in various parts of the mouth and throat.

b) Acoustic Phonetics – a study of how speech sounds are transmitted: when sound travels through the air from the speaker’s mouth to the hearer’s ear it does so in the form of vibrations in the air.

c) Auditory Phonetics – a study of how speech sounds are perceived: looks at the way in which the hearer’s brain decodes the sound waves back into the vowels and consonants originally intended by the speaker. Received Pronunciation (RP) is a form of pronunciation of the English language which has traditionally been the prestige British accent. RP is a form of English English.

Phonemes

A phoneme is the smallest unit of speech that distinguishes one word from another in meaning.

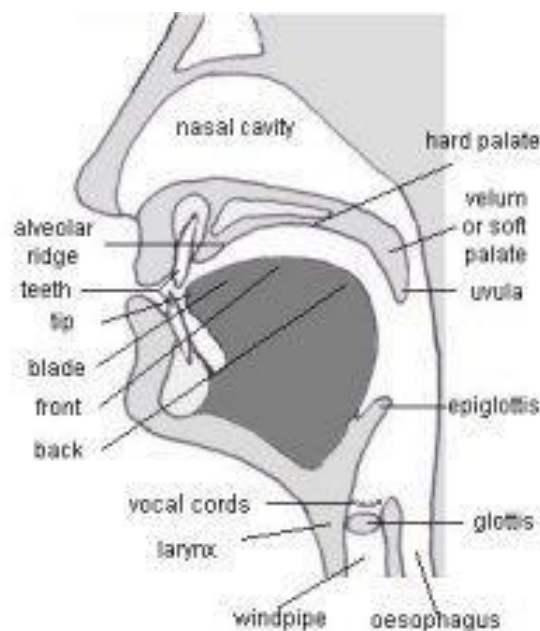
For example, the phonemes [t], [d] distinguish the words "ten, den".

A phoneme which represents a group of closely related variants of the same speech sound are called allophones.

For example, the sound [t] is pronounced a little differently in the words "take, try, stay, lost, potato, little", but the same symbol represents these allophones in transcription: the phoneme [t]

Organs of Speech:

The organs that are involved in the production of speech sounds are called —phonatory organs. A diagram showing the various speech organs or phonatory organs is displayed below:



The various speech organs are described as follows:

Alveolar ridge: It is also referred to as the (alveolar process) the teeth ridge. This inferiorly directed ridge of the maxilla houses the upper teeth.

Soft palate: The soft palate is also referred to as the velum. This musculo-tendinous structure extends posterior from the hard palate and acts to modify the communication between the oral cavity below and nasal cavity above.

Teeth: The teeth are embedded in the alveolar process of maxilla and mandible.

Lips: The lips from the orifice of the mouth comprise of muscle fibres from a number of different facial muscles.

Oral cavity: The oral cavity is also referred to as the mouth. It is a resonating chamber whose shape is modified by articulation to produce the various oral and nasal speech sounds.

Epiglottis: The epiglottis is a leaf shaped cartilaginous structure located behind the thyroid bone and at the root of the tongue.

Vocal folds: Pair of vocal folds is located in the larynx, coursing from the thyroid cartilage anteriorly to the arytenoid cartilages. The vocal folds vibrate to create the sounds for vowels & voiced consonants.

Pharynx: The pharynx is a resonating cavity or chamber lying above the hard & soft palate.

Mandible: It is also known as the lower jaw. The mandible houses the lower teeth. The tongue and lower lip also reside on the mandible.

Hard palate: The hard palate forms the roof of the mouth along with the soft palate.

Tongue blade: It is the part of the tongue lying just above the upper alveolar ridge.

Tongue back: It is the part of the tongue lying below the soft palate.

Tongue tip: (apex):- It is the part of the tongue lying closest to the front teeth.

Mechanism of Sound production:

When speech organs activate in a set pattern, the sounds are produced depending on the articulation. Basing on the position of vocal cords, the sounds in English language are divided into 2 types,

1. Voiced 2. Voiceless

Consonants:

Consonants are speech sounds produced by creating an obstruction in the mouth for the air flow from the lungs. There are 20 consonant letters in the English alphabet. They represent 24 consonant sounds. In phonetic materials, the noun "consonant" has the following meanings: a consonant sound and a letter representing a consonant sound in writing. We can define a consonant by referring to three characteristics:

- The point of articulation -where in the vocal tract it is made
- The type of articulation – how we make it
- Whether the sound is voiced or unvoiced

Plosives:

One way of making a consonant is to block the flow of air so that pressure builds up, and then suddenly release it. Consonants formed in this way are referred to as plosives or stops.

Point of articulation	Voiced	Voiceless	Examples
The two lips (bilabial)	/b/	/p/	bat/pat
Tongue tip and tooth-ridge (alveolar)	/d/	/t/	dug/tug
Back of tongue and soft palate or velum (velar)	/g/	/k/	big/pick

Fricatives

Some consonants are produced when air is forced through a narrow opening. These are known as fricatives.

Point of articulation	Voiced	Voiceless	Examples
Lip and teeth (labio-dental)	/v/	/f/	vat/fat
Tongue-tip and teeth (dental)	/ð/	/θ/	that/think
Tongue and tooth-ridge (alveolar)	/z/	/s/	peas/peace
Tongue and hard palate (palatal)	/ʃ/	/ʃ/	measure/mesh
The glottis is partially constricted (glottal)		/h/	hat

Affricates

A plosive and a fricative are pronounced together.

Point of articulation	Voiced	Voiceless	Examples
Palate and tooth-ridge	/d/	/t/	judge/church

Nasals

The air exits through the nose rather than the mouth. All nasals are voiced.

Point of articulation	Voiced	Voiceless	Examples
The two lips (bilabial)	/m/	–	mine
Tongue tip and tooth ridge (alveolar)	/n/	–	nine
Tongue and soft palate (velar)	/ŋ/	–	sing

Approximants:

The remaining four consonants of English are less clear-cut. Some may be realized in a number of ways. There are several quite distinct /l/ and /r/ sounds.

Point of articulation	Voiced	Voiceless	Examples
Tooth-ridge (alveolar)	/l/	–	lot
Hard palate (palatal)	/r/	–	rot

Semi-Vowels :

Two consonants are similar to vowels in that there is no real contact between vocal organs. These two are known as glides.

Point of articulation	Voiced	Voiceless	Examples
The two lips (bilabial)	/w/	–	Win
Tongue and hard palate (palatal)	/j/	–	You

Three – Term – Labels

Plosives (6)	Description	Examples
/p/	Voiceless – bilabial – plosive	Pet, spill
/b/	Voiced – bilabial – plosive	Bun, above
/t/	Voiceless – alveolar – plosive	Talk, active
/d/	Voiced – alveolar – plosive	Day, adopt
/k/	Voiceless – velar – plosive	Keeper, speaker
/g/	Voiced – velar – plosive	Goal, begin

Fricatives(9)	Description	Examples
/f/	Voiceless – labio – dental fricative	fit, before
/v/	Voiced – labio – dental fricative	Vow, avoid/
/θ/	Voiceless – dental – fricative	Thought, atheist

/ /	Voiced – dental – fricative	These, weather
/s/	Voiceless – alveolar – fricative	Set, post
/z/	Voiced – alveolar – fricative	Desert, reason
//	Voiceless – palato-alveolar fricative	Sheet, cash
/ /	Voiced – palato – alveolar fricative	Provision, occasion
/h/	Voiceless – glottal – fricative	Hay, behind

Affricates (2)	Description	Examples
/t/	Voiceless – palato – alveolar affricate	Chop, latch
/d/	Voiced – palato – alveolar - affricate	Jew, jar
Nasals (3)	Description	Examples
/m/	Voiced – bilabial – nasal	Man, calm
/n/	Voiced – alveolar – nasal	Nose, banal
/ /	Voiced – velar – nasal	Ring, singing

Semi-vowels (2)	Description	Examples
/j/	Voiced – unrounded – palatal semivowel	Yes, yesterday
/w/	Voiced – Rounded – labio – velar-semivowel	Wonder, widow

Lateral (1)	Description	Examples
/l/	Voiced – alveolar – lateral	Live, calm

Frictionless Continuant	Description	Examples
/r/	Voiced post –alveolar – frictionless – Continuant	Ground , great

Vowels:

Vowels are speech sounds produced without obstructing the flow of air from the lungs, so that the breath stream passes freely through the mouth. A vowel sound is produced without friction. Basing on the sound production, there are 20 vowels; among them, 12 are pure vowels (monophthongs) and 8 diphthongs (vowel glides).

Vowels are always voiced (i.e., the vocal cords vibrate). In phonetic materials, the noun "vowel" has the following meanings: a vowel sound; a letter representing a vowel sound in writing.

Syllables can be formed by vowels: I /ai/, me /mi:/, my /mai/, so /sou/, lid /lid/, let /let/, late /leit/, lord /lo:rd/.

Phoneticians also identify vowels by their point of articulation. Vowels are classified into three groups: short, long and diphthong glides.

Short vowels:

The short vowels will be pronounced at a time in a single utterance.

Sounds	Tongue Position	Examples
//	Front unrounded vowel between close and half-close	Pit, bin, pin, spin, tin, in, hit sitting
/e/	Front unrounded vowel between half-close and half-open	Pet, bet, met, spell, egg, fend, bed
/ /	Front unrounded vowel just below the half-open position	Pat, bat, cat, map, rat, mat, and, black, rabbit
//	Central unrounded vowel between open and half-open	Cut, but, up, fun, cup, luck
//	Back open unrounded,	Cot, bought, thought, pot, not, off. Lot, hot, rock
//	Back rounded vowel between close and half-close	Put, stood, good, pull, sugar, could
/ə/	Central unrounded vowel between half-close and half-open	About, aware, allow, alike, amoral, admit, away, cinema

Long vowels:

The colon-like symbol indicates length. The example words are all intended to be pronounced in RP.

Sounds	Tongue Position	Examples
/I /	Front close unrounded	Lean, each sea, see, heat, feet,
//	Central unrounded vowel between half-close and half-open	Learn, earth, yearn, turn
/ /	Back open unrounded	Lark, ask, flask, arm, father
/ /	Back rounded vowel between half-close and half-open	Lawn, all, tall, call, four
/u/	Back close rounded vowel	Loot, food, stool, blue

Diphthongs:

A diphthong is a complex vowel sound that consists of two components. The first part of the diphthong is its main strong component (the nucleus); the second part is short and weak (the glide). Together, the nucleus and the glide form one vowel sound that is indivisible and forms only one syllable. A diphthong consists of two vowels pronounced consecutively in one syllable. The mouth moves smoothly from one position to the other.

Examples of one-syllable words in which there is only one vowel sound, i.e., the diphthong: /ai/ ride, right, lie, buy; /au/ brown, cloud; /ei/ late, pray, pain, straight;

/oi/ toy, spoil; /ou/ go, toe, phone, road, bowl, though. A diphthong is always stressed on its first main component.

Sounds	Movement of Tongue Position	Examples
/a /	A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close	File, ice, mike, light, smile, bright, five, eye
/e /	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close	Fail, ale, make, take, lake, sake, say, eight, cake
/ /	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position	Foil, oil, boy, toy, join
/ə /	A glide from a central unrounded vowel between half-close and half open to a centralized back rounded vowel just above the half-close position	Foal, no, old, cold, go, home
/a /	A glide from the back open unrounded position and moves in the direction of RP	Foul, about, mouth, south, stout
/ ə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open	Poor, cure, pure, sure, tourist
/ ə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open	Pier, serious, period, near, hear, here
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open	Pair, air, fair, where, air

Minimal pairs:

Minimal pairs are two words whose pronunciation is different by only one sound – like reach and rich, or man and main.

Contrasting Pure Vowels

Monophthongs

/i:/ - /i/, /e/ - /æ/, /a:/ - / /, / / /u:/, /ju:/ - /u/, /ɔ:/ - /ə/

1) bean – bin, Ben – ban, bar – born, bond – boom, beauty – book, burn – bun

2) peat – pit, pet – pat, part – port, pot – pool, pew – put, purr – pus

Contrasting Pure Vowels in pairs

/i:/ – /ɪ/:

lead – lid, read – rid, feel – fill, deal – dill, heel – hill, team – Tim, keen – kin, seen – sin, teen – tin, leave – live, peak – pick, seek – sick; sheep – ship, heap – hip, leap – lip, beat – bit, feet – fit, seat – sit,

/i:/ – /ɪ/:

eat fish, be sick, feel ill, see him, meet Bill, deal with, read this, beat it;

[i] – [i:]:

kiss me, lip cream, till three.

/ɪ/ – /e/:

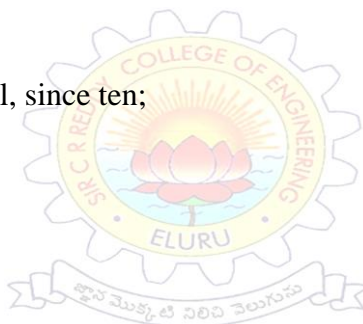
bill – bell, fill – fell, till – tell, him – hem, pin – pen, tin – ten, win – when, bid – bed, did – dead, Liz – Les, since – sense, pit – pet, sit – set, Nick – neck, pick – peck, miss – mess, wrist – rest, lift – left.

/ɪ/ – /e/:

Big Ben, six guests, live well, since ten;

[e] – [i]:

tell Tim, test him;



/e/ – /æ/:

bed – bad, said – sad, beg – bag, leg – lag, hell – Hal, hem – ham, Ben – ban, pen – pan, den – Dan, ten – tan, men – man; bend – band, lend – land, send – sand, bet – bat, met – mat, pet – pat, set – sat, mess – mass, wreck – rack, peck – pack, letter – latter, better – batter.

/e/ – /æ/:

red bag, fell back, met Alice, pen pal;

/æ/ – /e/:

Ann said, bad pen, add ten, marry Mary;

/æ/ – /a:/:

bad – bard, lad – lard, Pam – palm, cam – calm, carry – car, Barry – bar, cat – cart, hat – heart, mat – mart, pat – part, cap – carp, back – bark, pack – park.

/æ/ – /a:/:

Dan's father, last part, fast cars

/a:/ – /æ/:

smart Alex, hard candy, Karl's cat;

/æ/ – /ə/:

fan – fun, ran – run, sang – sung, land – lung, Dan – done, man – month, frank – front, Sam – some, ram – rum, damp – dump, bag – bug, rag – rug, cat – cut, bat – but, hat – hut, fat – fuss, last – lust, task – tusk, back – buck, lack – luck, tack – tuck, stack – stuck.

/æ/ – /ə/:

bad cut, bad blood, bad luck, black gun, last month, Ann's mother; [ə] – [æ]: some tan, one man, a bag, a hat

/a:/ – / / /

far – four, car – core, tar – tore, star – store, card – cord, bard – board, barn – born, park – pork, stark – stork, part – port, cart – court, Marty – Morty.

/a:/ – / / /:

Car port, Bart bought, hard core.

/ / – /a:/:

four cars, ball park, small yard;

/a:/ – /ə/:

barn – bun, calm – come, drama – drum, march – much, darn – done, far – sofa, father – mother, bark – buck, dark – duck, lark – luck, tar – tuck, stark – stuck, heart – hut,

/a:/ – / / /:

hard – heard, card – curd, far – fur, farm – firm, barn – burn, large – splurge, charge – church, heart – hurt, cart – Curt, dark – dirt, lark – lurk, park – perk, carton – curtain,

/ / – / / /:

call – curl, hall – hurl, all – earl, Paul – pearl, saw – sir, lawn – learn, war – were, ward – word, warm – worm, reward – reword, walk – work, wart – worth, four – fir, sore – sir, store – stir, core – occur, pour – purr, born – burn, torn – turn, form – firm, board – bird, cord – curd, course – curse, caught – curt, short – shirt, talk – Turk.

/ /- / /:

warm words, four birds, call Kurt

/ /- / /:

first floor, third door, learn all

/ /- / /:

bomb – bum, rob – rub, college – color, common – come, comma – company, body – buddy, bother – brother, gone – done, nonsense – none, honor – honey, monitor – money, monument – Monday, fond – front, tongs – tongue, sponsor – sponge, conference – confess, continent – contain, content (n.) – content (adj.), contract (n.) – contract (v.), contrary – control, policy – police, lock – luck, sock – suck, cop – cup, hot – hut, not – nut, cloth – nothing, bottle – butter, bottom – button;

/u:/ – /ju:/ :

food – feud, fool – fume, cool – cute, who – hue, ooze – use, moose – muse, boot – beauty

/u:/ – /ʊ/ :

fool – full, pool – pull, womb – woman, food – foot, Luke – look, tooth – took, shoot – should

/ʊ/ – / / :

cook – cock, look – lock, rook – rock, took – stock, put – pot, good – god

/ʊ/ – /ə/ :

book – buck, look – luck, took – tuck, put – but, push – hush, full – dull, pull – hull

The sounds /ə/ (but) and / / (bird)

/ə/ – / / :

bud – bird, cub – curb, bun – burn, ton – turn, fun – fern, soda – coder, luck – lurk, shut – shirt, but – Bert, hut – hurt, such – search, bust – burst, sofa – suffer, quota – quarter

stressed /ə/ – unstressed /ə/ :

son – lesson, some – awesome, muss – famous, numb – venom, thud – method,

stressed / / – unstressed / / :

fur – offer, refer – suffer, sir – answer, purr – helper, burn – stubborn, turn – lantern

Contrasting monophthongs and diphthongs in pairs

/e/ – /ei/

pen – pain, den – Dane, many – main, fell – fail, sell – sail, bed – bade, fed – fade, red – raid;

let – late, met – mate, debt – date, bet – bait, wet – wait, sec – sake, wreck – rake, neck – snake;

[e] – [ei]:

next day, let's stay, Ben met Kate, felt great, tell tales;

[ei] – [e]:

make friends, raise hell, say when;

/a:/ – /ai/

par – pie, are – eye, bar – by, charm – chime, hard – hide,

park – pike, spark – spike, harp – hype, cart – kite, Bart – bite;

/a:/ – /ai/:

far cry, hard to find, barfly

/ai/ – /a:/:

die hard, my card, like art

/a:/ – /au/:

hard – hound, darn – down, lard – loud,

art – out, part – pout; start – stout; shark – shout;

/a:/ – /au/:

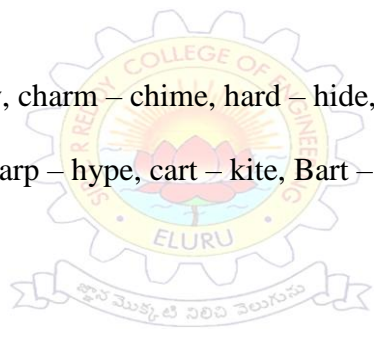
start now, calm down, dark house, farther south;

/au/ – /a:/:

how hard, downhearted

/æ/ – /ai/:

pal – pile, pan – pine, man – mine, band – bind, candy – kind, hand – hind;



lack – like, tap – type, rap – ripe, mass – mice, rat – right, fat – fight;

/æ/ – /au/

Al – owl, lad – loud, sand – sound, tan – town, Dan – down, Fran – frown,

mass – mouse, lass – louse;

/ :/ – /au/:

nor – now, hall – howl, fall – foul, dawn – down, drawn – drown, crawl – crown, cord – crowd, pause – spouse, short – shout; port – pout, sport – spout;

/ :/ – /ou/

saw – so, law – low, raw – row, lawn – lone, drawn – drone, clause – close, pause – pose, cause – cozy, caught – coat, ought – oat, hall – whole, mall – mole, bald – bold, called – cold, call – comb, walk – woke, falcon – folk, more – mow, bore – bow, door – doe, sore – sew, tore – tow, lord – load, born – bone, torn – tone, mourn – mown;

/ :/ – /ou/:

more roads, call Flo, lawn mower

/ou/ – /o:/:

cold sore, old Ford, no laws, so tall, don't fall, close call;

/o/ – /ou/:

nod – node, odd – owed, model – modal, modern – motel, mob – mobile, monument – moment, column – colon, doll – roll;

option – open, pot – potent, hot – hotel, lost – ghost, monster – most, positive – post, hostel – host;

/ə/ – /ou/:

mud – mode, nut – note, but – boat, must – most, bust – boast, bus – both

done – donor, done – don't, won – won't, one – only, mother – motor, does – dose, cover – clover.

ə/ – /ou/: a boat, a donor, the host, some notes.

Contrasting diphthongs in pairs

/ai/ – /au/:

high – how, nine – noun, bright – brow, find – found, hind – hound, signed – sound;

[ai] – [au]:

nice town, try now, light-brown, night owl, five rounds;

[au] – [ai]:

how nice;

/au/ – /ou/ :

now – no, how – owe, pow – mow, allow – low, cow – crow, thou – though;

owl – own, brown – bowl, cowl – coal, drown – drone, town – tone, noun – known,
loud – load,

couch – coach, pouch – poach;

/ai/ – /ou/:

die – doe, tie – toe, lie – low, my – Moe, sigh – so, guy – go;

ride – road, lied – load, tile – toll, pile – poll, cries – crows, flies – flows, night – note;

/ai/ – /ei/:

buy – bay, pie – pay, die – day, lie – lay, sty – stay, high – hey, rye – ray;

file – fail, mile – mail, pile – pale, tile – tail, time – tame, line – lane, pine – pain, sign
– sane, rise – raise, rice – race, fight – fate, light – late, right – rate, height – hate;

Diphthongs

/ei/, /ai/, /au/, /oi/, /ou/

bay – buy – bough – boy – bone;

bait – bite – bout – boil – boat;

Dane – dine – down – Doyle – dough;

tame – time – town – toy – tone;

ale – I'll – owl – oil – old;

great – grind – ground – groin – grow;

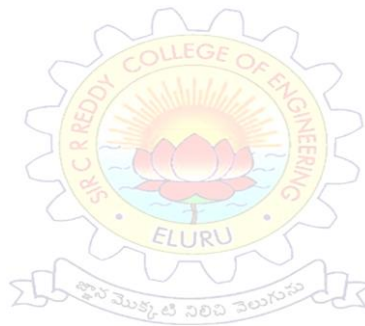
paint – pint – pound – point – poll;

maize – mice – mouse – moist – most.

Practice Activities

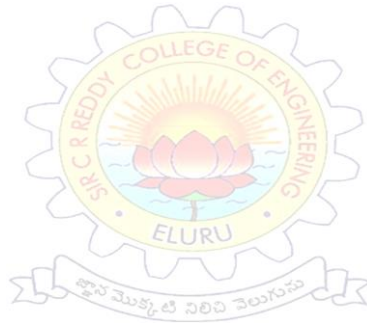
Activity: 1

1) Write all the vowel sounds and give three example words:



Activity: 2

2) Write all the diphthongs sounds and give three example words:



Activity: 3

3) Write all the consonant sounds and give three example words:



II. STRESS & INTONATION

STRESS

The ability to express oneself effortlessly in English and to communicate easily in speech and writing is what learners of English aspire to achieve. The notion "fluent English" denotes language proficiency of the highest level and includes standard correct pronunciation, confident use of English grammar, no problem with listening comprehension or reading comprehension, adequate communication skills and good knowledge of commonly used phrases, extensive vocabulary, good writing skills, and the ability to present information clearly and with expertise both orally and in writing

Stress is defined as using more muscular energy while articulating the words. When a word or a syllable in word is produced louder, lengthier, with higher pitch or with more quality, it will be perceived as stressed. The prominence makes some syllables be perceived as stressed. Words including long vowels and diphthongs or ending with more than 1 consonant are stronger, heavier and stressed. English words have one or more syllables. A syllable is a complete sound unit. In words containing more than one syllable, one or sometimes two syllables prominent, that is , they receive the stress or accent. The more prominent of the syllable receives the primary accent and the other receives the secondary accent. While the primary accent mark comes above the syllable the secondary accent mark comes below the syllable. The accentual pattern of English words does not rigidly conform to any set of rules and one should learn to speak with the right accent by being exposed to the right models of speech. A few conventions for accent patterns are given below.

To have good pronunciation means 1) to pronounce correctly all the individual speech sounds in English; 2) to pronounce correctly the speech sounds in their combinations in isolated words as well as in sentences; 3) to speak fluently with correct rhythm, including the correct placement of stresses and pauses and the transition of sounds according to the context; and 4) to speak with appropriate intonation according to the context.

In words of more than one syllable, one of them will receive more stress than the others. Stressed syllables are those that are marked in the dictionary as stressed. Stressed syllables are usually longer, louder, and higher in pitch.

In English, stressed syllables are usually long syllables with clear vowel sounds. The word “banana”, for example, has 3 syllables. Syllable 1 is not stressed and so is short. Syllable 2 is stressed and so is long with a clear vowel sound. Syllable 3 is not stressed and so is also short.

Stressed syllables are strong syllables and unstressed syllables are weak syllables. Stressed syllables are usually long, have a pitch change and have full vowel sounds while unstressed syllables are short and often have a reduced vowel sound.

In an English utterance, stressed words give information to the listener and unstressed words join the information words together. Correct pronunciation of stressed and unstressed words is thus extremely important for effective communication in English.

Information words in a sentence are usually nouns, verbs, adjectives, and adverbs. They give information about who, what, when, where, why, and how. They express the main idea or content of the phrase or sentence. They carry the message and therefore usually stressed. Unstressed words are usually function words like articles, pronouns, possessives, prepositions, auxiliary verbs, and conjunctions. These words connect the information words to form grammatical sentences.

If you stress all the words in an utterance, you may sound unpleasant or even cause misunderstanding because you are giving too much information, and English speakers usually stress all words only when they are impatient or angry.

Words that are often Stressed

1. Nouns
2. Main Verbs
3. Adjectives
4. Possessive Pronouns – mine, yours, etc.
5. Demonstrative Pronouns – this, that, these, those*
6. Interrogatives – who, what, when, where
7. Not / negative contractions – can't, isn't, etc.
8. Adverbs – always, very, almost, etc.
9. Adverbial particles – take off; do away with

Words that are usually Unstressed

1. Articles – a, an, the, etc.

2. Auxiliary (Helping) Verbs – be, do, have, etc.
3. Personal Pronouns – I, we, you, he, she, it, they.
4. Possessive adjectives – my, your, his, her, its, etc.
5. Demonstrative adjectives – this, that, these, those
6. Prepositions – to, for, with, etc.
7. Conjunctions – and, or, but, etc.

SENTENCE STRESS

Sentence stress is the governing stress in connected speech. All words have their individual stress in isolation. When words are connected into sense groups (also called thought groups, i.e., logically connected groups of words), and sense groups are connected into sentences, content words keep their stress, and function words lose their stress. The most important words in the sentence receive stronger stress. The last stressed word in the sentence receives the strongest stress with the help of a fall or a rise.

ANN is READING a NEW \BOOK.

WHAT BOOK is she \READING?

Capital letters indicate stressed syllables and stressed one-syllable words; the backslash indicates the falling tone; the forward slash indicates the rising tone.

Intonation: Structures, Functions and Use

Every language has its own intonation, or speech melody. Intonation helps you to recognize the language that you hear. English intonation is a complicated and varied phenomenon. There are dialectal and regional differences in intonation; for example, there are quite a few differences between British and American intonation. Intonation may sound differently depending on whether the speakers have high or low voices, speak fast or slowly, loudly or quietly, energetically, emotionally, neutrally, or listlessly. Men and women may have their own differences and preferences in intonation. For the purpose of studying, this variety may be described in several intonation patterns characteristic of English speech.

We call the melody of language intonation. Intonation refers to the total pattern of pitch changes, i.e., the rising and falling of the voice when a person is speaking, within an utterance. Intonation is another important element of spoken English. It is the English intonation which makes English sound really English.

Intonation makes speech meaningful. English intonation adds the meaning of an utterance in two ways: 1) It shows the relationship of words within and between sentences; 2) It tells something about the feeling of the speaker.

In other words, different pitches may indicate different meanings for the same utterance. Different pitches help us express our feelings: happiness, sadness, surprise, annoyance, anger, and so on. In listening to the meaning of an utterance, therefore, we listen to how speakers talk as well as to what they say. The HOW and WHAT together give us the meaning of an English utterance.

We now see the importance to use the appropriate intonation patterns when we speak. Otherwise, we may be sending messages using intonations that contradict what we want words to say. Intonation patterns that disagree with the content of the utterance may indicate doubt, sarcasm, or confusion.

English has two basic intonation patterns: rising and falling. When they go together, they can make a falling-rising tone.

Intonation units are also called intonation-groups, tone groups or tone-units. An intonation unit usually corresponds to a sense group (or word group). An intonation unit may contain several syllables, some of them stressed and some unstressed. The last stressed syllable is usually a marker of the highest importance and has the focus stress. On this syllable, there takes place a change of pitch, either an upward or downward movement, or a combination of the two.

A nucleus refers to the syllable in an intonation unit which carries maximal prominence. For example, this is the normal way of saying the following sentence:

I am WRItIng a LETter to him NOW.

There are ten syllables in this sentence among which three are stressed syllables. The last stressed syllable is NOW. So we say that NOW has the focus stress, and is the tonic syllable and therefore is the nucleus of the intonation unit. The nucleus is the essential part of the intonation unit. It is still present even if the unit consists of a single syllable, as is the case with many sentence words like yes, no, why, etc.

Tail, Head & Pre-head of an intonation unit:

Any syllable or syllables that may follow the nucleus in an intonation unit are called the “tail”. In the sentence “I am WRItIng a LETter to him”, the nucleus of this intonation unit is on the tonic syllable “LET”. There are three unstressed syllables after the nucleus. These syllables are called the “tail” of this intonation unit.

The part of an intonation unit that extends from the first stressed syllable up to the nucleus is called the “head” of the intonation unit. In the sentence “I am WRItIng a LETter to him”, the “head” of this intonation unit is made up of three syllables: “writing a”. Any unstressed syllable or syllables that may precede the “head”, or the “nucleus” if there is no head, are called the “pre-head”. In the sentence “I am WRItIng a LETter to him”, “I am” comprises the “pre-head” of this intonation unit.

So if you analyze the following sentence, we will come up with the structure of an intonation unit like this:

I am WRiting a LET ter to him.

P H N T

P = Pre-head

H = Head

N = Nucleus

T = Tail

Following are the important functions of English intonation:

A. The attitudinal function

Intonation is used to convey our feelings and attitudes. For instance, the same sentence can be said in different ways, which might be labeled “happy”, “grateful”, “angry”, “bored”, and so on. Usually, intonation units with high heads sound more lively, interesting than those with low heads. A few generalisations are often made here: the falling intonation is said to be more often associated with completeness and definiteness; the rising intonation is more often associated with incompleteness and uncertainty or questioning; The falling-rising is said to have feelings of hesitation, contrast, reservation or doubt.

B. The accentual function

The location of the tonic syllable is of considerable linguistic importance. The most common position for this is on the last information word of the intonation unit. For contrastive purpose, however, any word may bear the tonic syllable.

C. The grammatical function

Some sentence may be ambiguous when written, but this can be removed by the use of intonation. An often cited example is the sentence “Those who sold quickly made a profit”. This sentence can be said in at least two different ways:

- a. A profit was made by those who sold quickly.
- b. A profit was quickly made by those who sold.

Another example is the use of rising tone in statements. The sentence “They’re going to have a picnic” is usually said as a statement like this:

The sentence serves as a question here.

The intonation used in question-tags can have a rising tone or a falling tone:

When it has a falling tone, as in (a), the speaker is comparatively certain that the information is correct, and simply asking for conformation, while the rising tone in (b) is said to indicate a lesser degree of certainty, so the speaker is asking for information.

D. The discourse function of intonation

In speech, people often use intonation to focus the listener's attention on aspects of the message that are most important. So the placement of nucleus or tonic stress depends on the "information content": the more predictable a word's occurrence is in a given context, the lower its information content is. For example, people would say:

The (telephone's ringing.

The (kettle's boiling.

In speech, people often use the falling tone to indicate new information and rising tone (including falling-rising) to indicate "shared" or "given" information.

People also use intonation to indicate to others that they have finished speaking and that another person is expected to speak.

Placement of word accent:

In a number of disyllabic words, the stress depends upon whether the word is used as a **noun** or **adjective** or a **verb**. The accent is on the first syllable if the word is a noun or adjective and on the second syllable if it is a verb.

'absent – ab'sent con'tent	'accent – ac'cent	'conduct – con'duct	'content – con'tent
'contrast – con'trast ab'stract	'contract – con'tract	'convert – con'vert	'abstract – ab'stract
'compress – com'press de'fect	'conflict – con'flict	'contact – con'tact	'defect – de'fect
'desert – de'sert fre'quent	'dictate – dic'tate	'export – ex'port	'frequent – fre'quent
'impress – im'press pro'duce	'progress – pro'gress	'object – ob'ject	'produce – pro'duce

Disyllabic words – Accent on the first syllable

'able 'agent 'army 'artist 'beauty 'body 'butter 'any 'beggar
'color

Disyllabic words – Accent on the second syllable

A'bout a'dmit a'dvance a'go al'though a'gree
be'gin

be'tweencon'firm de'ceive pos'ses re'ceive de'fend

Trisyllabice words – Accent on the first syllable

'beautiful 'customer 'nobody 'company 'agency 'article

Trisyllabice words – Accent on the second syllable

Ag'reement a'ppointment at'tention con'nection des'tructive di'rector

Trisyllabice words – Accent on the third syllable

After'noon ciga'rette decom'pose repre'sent under'stand

Words having four syllables

A'blilty a'pologise de'velopment 'popularity
pho'tographysim'plicity diplo'matic unim'portant circu'lation
in'tentional

Words having more than four syllables

Affili'ation au'thoritative identifi'cation exami'nation oppor'tunty

Note: 'January 'February March 'April May June Ju'ly 'August
Sep'temberOc'tober No'vemberDe'cember

Statements with one stress

I \know.

I \see.

She \works.

We \laughed.

It \stopped.

I \like it.

He'll \buy it.

I \saw her.

She \knows him.

She \did it.

We \found it.

She has \done it.

We have \found it.

I can \drive.
We must \leave.
It may \change.
You should \call her.

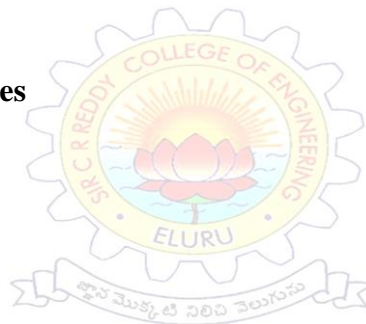
She is \young.
He is \here.
I'm \tired.
They are \busy.

It is \late. It's \late.
It's \funny.
It's \interesting.
It's \difficult.
It's im\portant.

It's a \book.
It's a \present.
It's \John. It's \me.
It's \mine. It's \his.
It's \yours.

Statements with two stresses

'People \work.
'Anna works.
'Birds \fly.
'Time \flies.



'Tom is \reading.
'Mike is \sleeping.
The 'car \stopped.
The 'weather has \changed.

'Peter is a \doctor.
'Mary is a \teacher.
'Lena is my \daughter.
The Sun is a star.
'Penguins are \birds.

'Monkeys are \funny.
'Bananas are \yellow.
'Cars are ex\pensive.
The 'book was \interesting.

'Max is at \home.
'Tanya is at \school.
'Rome is in \Italy.

'This is \Alex.
'That's his \room.
'These are my \pictures.

I 'lost my \key.
We 'eat a \lot.
I 'need some \help.
He 'likes to \read.
This 'bag is \mine.

We 'did it \yesterday.
She 'said it \loudly.
He 'knows her \brother.
Her 'name is \Anna.
My 'children are \sleeping.

I 'live in \Moscow.
I 'work in a \library.
She 'works in an \office.
They 'went to a \restaurant.

I 'want to \see you.
I'm 'glad to \see you.
I 'want to \buy it.
I 'have to \do it.
I'd 'like to \visit them.

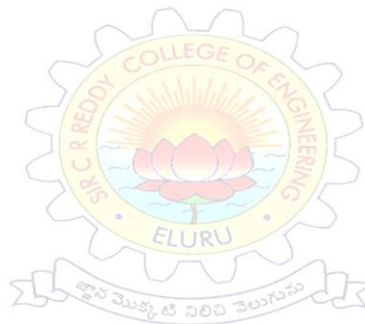
She 'sent him a \letter.
He 'gave me a \present.
He 'asked us to \visit him.

She'll be 'back in an \hour.
She will 'see him to\morrow.
There is a 'bakery on \Green Street.

She 'likes \tea.
I 'want \coffee.
He 'left \early.

It's 'time to \go.
It's 'ten o'clock.
It's 'seven \thirty.

She is 'very \pretty.
He is 'very \tall.
He is 'always \busy.
He has 'no \time.



It's a 'good \book.
It's an 'interesting \film.
It's a 'beautiful \town.
It's a 'difficult \task.

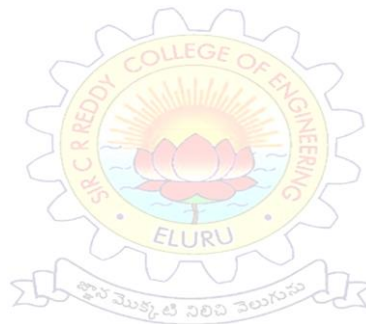
I 'don't \know.
She 'can't \swim.
He 'isn't \busy.
It 'doesn't \matter.

I 'don't \want it.
He 'doesn't \have it.
I 'don't \want to.
I 'don't re\member.
I 'don't under\stand it.

He 'doesn't \know them.
She 'hasn't \seen him.
He 'didn't \find it.
We 'couldn't \find her.
You 'shouldn't \do it.

It's 'not \funny.
It's 'not \interesting.
It's 'not \difficult.
It's 'not \easy.
It's 'not im\portant.

She is 'not \busy.
They are 'not \interesting.
I'm 'not \sleeping.



Statements with three stresses

'Betty 'lives in \London.
'Victor 'works at a \bank.
I 'haven't 'read this \book.
We 'went to the 'theater \yesterday.

'Children 'like to \play.
The 'boy is 'reading a \book.
The 'weather is 'going to \change.

'Lena is 'studying \English.
The 'children are 'playing in the \park.
My 'sister 'works as a \teacher.

'Mike 'likes \tea.
'Kate 'bought a \book.

'Mary 'wants \coffee.
'Tom 'writes \stories.
'Anna 'teaches \English.

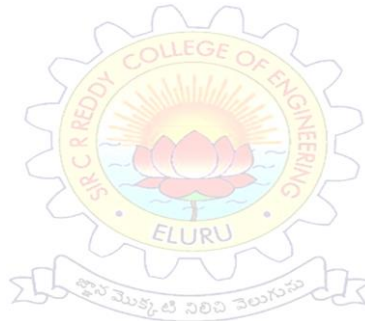
'Paris is a 'large \city.
'Moscow is the 'capital of \Russia.
'Ella is a 'good \student.
'Elephants are 'strong \animals.

I 'bought a 'loaf of \bread.
I 'have a 'younger \sister.
He 'wants to 'buy a \car.
She 'works in a 'small ho\tel.
He 'knows it 'very \well.

He 'sent a 'letter to \Mike.
He 'gave the 'book to \me.
He 'brought a 'present for \Anna.

He is 'five 'years \old.
It is 'three 'meters \long.
She was 'two 'hours \late.

I 'don't 'know his \name.
He 'doesn't 'want to \go.
We 'didn't 'do it \yesterday.
She 'didn't 'tell me a\bout it.



'Tony 'hasn't \called me.
'Peter 'doesn't \live here.
'Lena 'wasn't in\vited.
'Bats are 'not \birds.

Special questions: Falling intonation

'What is his \name?
'Where does he \live?
'When did you \call him?
'Why are you \late?

'What is your \name?
'What's your \name?
'Where are you \from?
'Where do you \live?
'What do you \do?

'What did you \buy?
'What did she \say?
'Where did he \go?

'Where have you \been?
'Where are your \friends?
'When will he re\turn?

'When did it \happen?
'Why was she \angry?
'Where can I \find her?

"What are you \doing?
'When are you \leaving?
'Where are you \going?
'Why are you \laughing?

'What did you \tell them?
'Who did you \talk to?
'What are you \looking for?
'What are you \talking about?

'Who \brought the \books?
'Who \wants to \go?
'Who \told you a\bout it?

'What \happened?
'Who \did it?
'Who \said it?

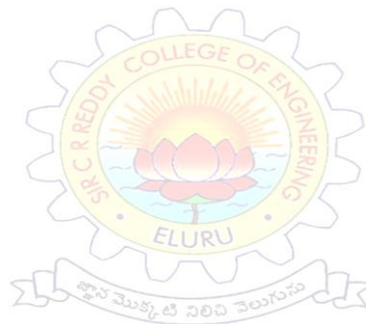
'What \is it?
'What \are they?
'Who \is he?
'How \are you?

'Where \is it?
'Where \are they?
'Where \were you?
'When \was it?

'How \far \is it?
'How \much \is it?

'How \old are you?
'How \far is it?
'What \time is it?

'What's the \matter?
'What's the \problem?
'What's the \difference?



'What is \this?
'What is \that?
'What are \these?

'Whose 'book is \this?
'Whose 'bag is \that?

'How 'much is this \bag?
'How 'much does it \cost?
'How 'much do I \owe you?

'How 'old is your \brother?
'How 'often do you \go there?
'How 'long did you \stay there?
'What 'time should I \call you?

'What are you 'going to \do?
'What are you 'going to \have?
'Where are you 'going to \be?
'What are you 'doing to\morrow?

'How 'many 'stories have you \read?
'How 'much 'money have you \lost?

Friendly interest, politeness: Rising intonation

'What is your /name?
'Where do you /live?
'What did she /say?
'Where have you /been?

'What are you /reading?
'When is your /birthday?

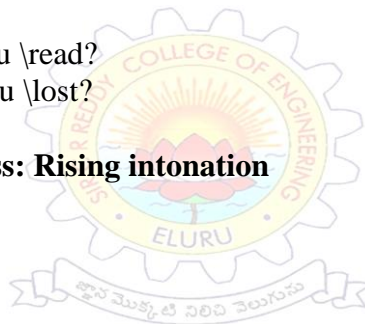
'How /much is it?
'How /far is it?

'How 'much is this /bag, please?
'When is the 'next /train, please?
'Where is the 'nearest /bank, please?

General questions: Rising intonation

Do you 'visit them /often?
Have you 'seen my /keys?
Are you 'ready to /start?

Have you 'read this /book?
Have you 'heard the /news?



Do you 'need some /help?
Do you 'have a /pen?
Are these 'books /yours?

Have you 'seen my /glasses?
Do you 'speak /English?
Do you 'want to /go there?
Will you 'see them to/morrow?
Would you 'like some /coffee?

Is 'Mike your /friend?
Is their 'house /large?
Is your 'sister a /journalist?
Is this 'book /interesting?

Are you 'going to 'wash the /car?
Is he 'planning to 'visit /Paris?
Does this 'bus 'go to the /airport?

Did 'Anton 'call you /yesterday?
Was 'Lena at 'home on /Sunday?
Are the 'students 'ready for the /test?

Does she /work?
Will they /come?
Do you /know him?
Do you /like it?
Have you /read it?
Did he /call you?



Can you /drive?
Can you /do it?
Shall I /read?
Should I /call him?

Am I /late?
Is he /here?
Is it /far?
Is it /true?
Is it /new?

Are you /sure?
Are you /tired?
Are you /hungry?
Are you /serious?
Are they /ready?

Is it /raining?
Is he /sleeping?
Are you /listening?

Is she a /doctor?
Is he a /teacher?
Is this /Main Street?
Are you a /student?
Are they /students?

Requests: Rising intonation

Could you 'give me a /pen, please?

Could you 'open the /window, please?
Would you 'mind /helping me?

May I 'speak to /Ella, please?
Could I 'speak to /Michael, please?
Can I 'borrow your /dictionary, please?

Could you /help me, please?
Can you /help me, please?

Alternative questions: Rising and falling intonation

Do you 'want /coffee or \tea?
Does he 'speak /English or \German?

Would you 'like /coffee or \tea?
Are you 'studying /English or \French?
Does he 'play /football or \basketball?

Is he /young or \old?
Were they /happy or \angry?
Is she a /doctor or a \teacher?

Do you 'have a /dog or a \cat?
Would you 'like an /apple or a \pear?

Did she 'go to /Italy or \France last year?
Did you 'go to the /cinema or to the \theater yesterday?

Will you 'come 'back at /five or at \six?
Does she 'read 'books in the /morning or at \night?
Will you 'try to 'do it to/day or to\morrow?

Tag questions: Falling or rising intonation

It's a 'beautiful \town, \isn't it?
She \knows him, /doesn't she?

'Nice \weather, \isn't it?
You \live here, \don't you?
You \know him, \don't you?
You can \drive, \can't you?
He will \help them, \won't he?

It's a 'nice \day, \isn't it?
She 'speaks \English, \doesn't she?

'Peter 'gave you a \present, \didn't he?
'Nina and 'Helen are \friends, \aren't they?

You 'don't \know them, \do you?
They 'haven't 'found it, \have they?
You 'weren't \late, \were you?
I 'shouldn't \do it, \should I?

It's 'not 'too \late, \is it?
It's 'not 'too \far, \is it?

'Nice \weather, /isn't it?
You \live here, /don't you?
You can \drive, /can't you?
You \know it, /don't you?
He will \help them, /won't he?



It's a 'nice \day, /isn't it?
It's a 'beautiful \town, /isn't it?
She 'speaks \English, /doesn't she?

You 'weren't \late, /were you?
It's 'not 'too \far, /is it?

Commands: Falling intonation

\Stop it! 'Sit \down.
'Close your \books.

'Come \in.
'Go \home.
'Stop \talking.
'Hurry \up!

'Open your \books.
'Listen to the \story.

'Wait for your \turn.
'Go to your \room.

'Tell me the \truth.
'Give me your \hand.
'Do it your\self.
'Ask him for \help.

'Turn 'left at the \bank.
'Go 'back to the \hospital.
'Write your 'name on this \line.

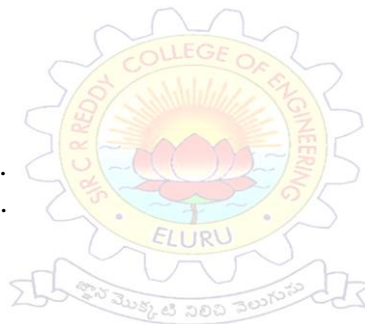
'Sit \down, please.
'Open the \door, please.
'Close the \window, please.
'Write your \name, please.

Requests: Rising intonation

'Come \in, /please.
'Come \here, /please.
'Sit \down, /please.

'Close the \window, /please.
'Tell me your \name, /please.
'Ask him to \call me, /please.

/Please 'come /in.
/Please 'sit /down.
/Please 'come /here.



Exclamatory sentences: Falling intonation

'What a 'wonderful \present!
'How \nice of you!

'What a 'beautiful \day!
'What a 'wonderful sur\prise!
'How 'well she \sings!
'How 'beautiful her \voice is!

'What a \pity!
'What a \waste!
'What a re\lief!
'What a sur\rprise!

'How \nice!
'How \strange!
How \strange it is!

'That's \great!
'That's \wonderful!
'That's a \lie!

It's 'good to \see you!
It's an 'excellent oppor\tunity!
I'm 'so \happy!

\Great!
\Wonderful!
Hel\lo!

It's \great!
It's \wonderful!
It's \terrible!
We \did it!

'Good \morning!
'Good after\noon!

'Good-/bye!

Direct address: Rising intonation

/Peter, can you /help me?
'Mrs. /Smith, 'this is 'Mary \Brown.

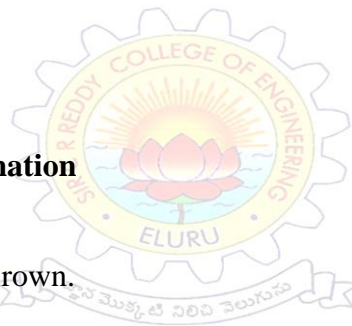
/Ella, can you /help me?
'Lena, are you /there?
'Tony, 'where \are you?

/Tom, could you /help me, please?
'Mrs. /Green, can I /talk to you, please?

/Mary, 'this is my 'son \Anton.
'Max, 'this is my \friend, 'Tom \Brown.
'Peter, 'this is Ma\rina, a \friend of 'mine.

'Mr. /Trent, your 'papers are \ready.
'Sir, you 'dropped your \pencil.
'Nelly, I'd 'like to \see you.
'Alex, 'read this \letter, please.

Hel\lo, /Tanya.
\Hi, /Jim.
'Good-/bye, /Tom.
'Good \morning, /Jane.



'Good \morning, 'Jane.
'Good \evening, 'sir.
'See you to\morrow, 'Nick.

Enumerating: Rising intonation

/One, /two, /three, /four, \five.
She 'bought /bread, /cheese, /oranges, and \apples.

/Six, /seven, /eight, /nine, \ten.

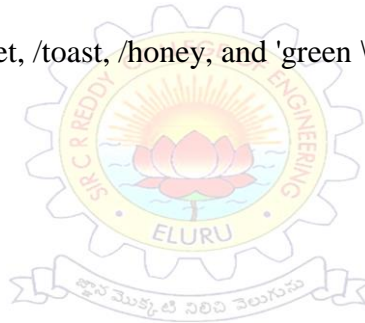
/One, /two, /three, /four, /five, /six, /seven, /eight, /nine, \ten.

I 'bought /bread, /cheese, and to\matoes.
We 'need /paper, /pens, and \pencils.

I 'saw /Tom, /Mary, /Anna, and \Victor.
They 'visited /France, /Spain, /Italy, and \Greece.

/Anton, /Nick, /Anna, and /Lena are my \students.

I'd 'like /orange juice, /omelet, /toast, /honey, and 'green \tea, please.



Responses

\Yes.
\No.
\Certainly.
\Sure.
\Thank you.
\Sorry.

Of \course.
'All \right.
'Very \well.
'No \problem.
'That's \true.

I \think so.
You are \welcome.
You are \right.
I'd be \glad to.
I'm \sorry.

'Thank you 'very \much.

\Yes, I \am.
\Yes, I \do.
\Yes, he \has.
\Yes, they \will.
\Yes, you \can.

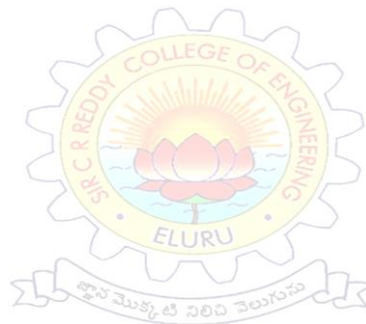
\No, I \don't.
\No, I \haven't.
\No, he \won't.
\No, you \shouldn't.

\Yes, \certainly.
\Yes, of \course.

\Yes, 'please.
\No, \thank you.

I \can.
She \is.
He \will.
You \should.
I \can't.
He \didn't.

Oh, /really?
Ex/cuse me?
I'm /sorry?



Practice Activities:

Activity: 1

1) Give 5 examples for Disyllabic words – Accent on the first syllable

Activity: 2

2) Give 5 examples for Disyllabic words – Accent on the second syllable



Activity: 3

3) Give 5 examples for Trisyllabic words – Accent on the first syllable

Activity: 4

4) Give 5 examples for Trisyllabice words – Accent on the second syllable



Activity: 5

5) Give 5 examples for Trisyllabice words – Accent on the third syllable

III. VOCABULARY

Building a sufficient vocabulary is an important part of mastering English. It is also the kind of work that may seem endless and frustrating. There are several rules on how to study words and how to memorize words effectively. We recommend the following methods:

1) Combine words in topical groups: People, Home, Work, Traveling, Money, Food, etc. A good idea is to combine topical words with topical phrases.

2) Organize words in other meaningful groups, for example, Verbs of Motion, Useful Verbs, Synonyms, Synonyms and Antonyms, Necessary Adjectives.

3) Always memorize words in associations (in typical word combinations and phrases), not as isolated words. The ties between words in phrases will help you to remember the word you need. Good dictionaries usually give typical phrases as examples of usage, and you can use them as your associations.

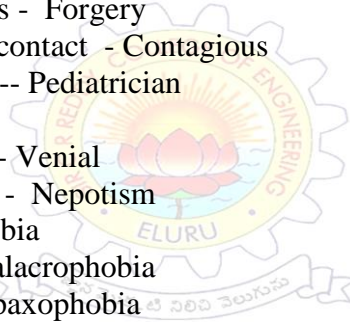
4) Memorization is effective only when all types of memory work together. Examine the new word closely (your visual memory works), listen to its pronunciation by a speaker (your auditory memory works), say it aloud (your articulatory memory works), and write it (your writing / kinesthetic memory works). Association memory helps you to remember how the words that you have studied are used in speech and writing, i.e., in context. To develop your association memory, always study new words together with the study of their meanings and usage in typical phrases and word combinations.

5) It is necessary to review new words to make sure that they go to your long-term memory and stay there. Try this method: Within two hours after you studied the words, their meanings, and examples of use, review them briefly: look, listen, say, and write. On the same day in the evening before you go to bed, do a longer review and a couple of exercises on your new words. In the morning, do a brief review of the words again. Two days after that, look through the words, their meanings, and examples of use and do more exercises on them. Then practice using your new words as often as you can in speech and writing at work, in class, on forums.

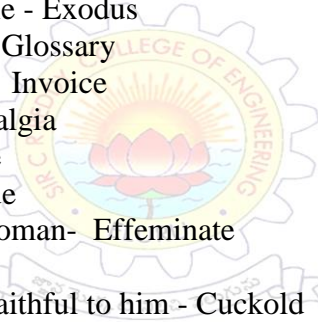
IMPORTANT LIST OF ONE WORD SUBSTITUTION

- A country ruled by two country – Condominium
- A dramatic performance - Masque
- A lady's purse - Reticule
- A man of odd habits - Eccentric
- A man who dances to the tunes of his wife - Henpecked
- A nation engaged in war - Belligerent
- A person behind time - Antiquated
- A person who wishes to throw his establishment - Anarchist
- A place of good climate - Sanatorium
- A place of washing dishes adjoining kitchen - Scullery
- A religious song -Hymn
- A remarkable talent - Prodigy

- A short but amusing story - Anecdote
- A verse letter - Epistle
- Act of killing one's wife - Uxoricide
- An animal story with a moral - Fable
- An instrument for viewing objects at a distance - Telescope
- An unknown person - Anonymous
- Animals living on land and in water - Amphibian
- Appointment by two parties to settle a dispute - Arbitrator
- Art of cutting tree and bushes into ornamental shape - Topiary
- At the same time - Contemporary
- Award given after death - Posthumous
- Borrow ideas and steal others words is called - Plagiarism
- Care taker of a public building - Custodian
- Change one's mind too quickly - Vacillation
- Congratulate somebody in formal manner - Felicitate
- Contempt of God - Blasphemy
- Creature having both male and female organs - Hermaphrodite
- Cure for all disease - Panacea
- Custom of having many husbands - Polyandry
- Custom of having many wives - Polygamy
- Dealing of counterfeit things - Forgery
- Disease which is spread by contact - Contagious
- Doctor who treats children -- Pediatrician
- Equal in rank - Peer
- Fault that may be forgiven - Venial
- Favouring own kith and kin - Nepotism
- Fear of bathing - Ablutophobia
- Fear of becoming bald - Phalacrophobia
- Fear of being robbed - Harpaxophobia
- Fear of cockroaches - Katsaridaphobia
- Fear of crowd - Ochlophobia
- Fear of darkness - Lygophobia
- Fear of death - Nicrophobia
- Fear of dentist - Dentophobia
- Fear of disease - Pathophobia
- Fear of failure - Atychiphobia
- Fear of foreigners - Xenophobia
- Fear of God - Zeusophobia
- Fear of going to bed - Clinophobia
- Fear of height - Acrophobia
- Fear of making decisions - Decidophobia
- Fear of poverty - Peniaphobia
- Fear of property - Orthophobia
- Fear of radiation - Radiophobia
- Fear of riding a car - Amaxophobia
- Fear of school - Scolionophobia
- Fear of sex - Genophobia
- Fear of speaking - Lalophobia
- Fear of speed - Tachophobia



- Fear of water - Hydrophobia
- Fear of words - Logophobia
- First speech - Maiden
- Food agrees with one's taste - Palatable
- Funny imitation of a poem - Parody
- Giving up throne by the king - Abdication
- Go back and forth - Shuttle
- Government by a single person - Autocracy
- Government by the Gods - Theocracy
- Government run by a dictator - Autocracy
- Group of three novels - Trilogy
- Incapable of being wounded - Invulnerable
- In-charge of museum - Curator
- Indifference to pleasure or pain - Stoicism
- Instruments which makes smaller objects larger - Microscope
- Intentional destruction of racial group - Genocide
- Interval between two events - Interlude
- Just punishment for wrong doing - Nemesis
- Killing of another human being - Homicide
- Language difficult to understand - Jargon
- Large scale departure of people - Exodus
- List of explanation of words - Glossary
- List of goods with their price- Invoice
- Longing for something - Nostalgia
- Loop of rope is called - Noose
- Loud talk or speech - Harangue
- Man having the qualities of woman- Effeminate
- Man of lax moral - Licentious
- Man whose wife has been unfaithful to him - Cuckold
- Mania for setting fires - Pyromania
- Mania for stealing things - Kleptomania
- Mania for talking- Logo mania
- Mania for travel -Dromomania
- Mania of being important - Megalomania
- Medicine which lessens pain - Anodyne
- Member of a band of robbers- Brigand
- Morning prayer - Matin
- Murdering of a family -Familiicide
- Murdering of an infant - Infanticide
- Murdering of Brother - Fratricide
- Murdering of husband by his wife - Mariticide
- Murdering of the king - Regicide
- Murdering of tyrant - Tyrannicide
- Old age when a man behaves like a fool - Dotage
- One who believes one is God - Theo mania
- One who believes that everything is pre-destined - Fatalist
- One who believes that pleasure is the chief good - Hedonist
- One who betrays one- Traitor
- One who collects coins- Numismatist



- One who comes from a village and considered stupid - Bumpkin
- One who compiles dictionary- Lexicographer
- One who cuts precious stones- Lapidist
- One who deserts his religion - Apostate
- One who does not care for literature - Philistine
- One who does not respect something sacred or holy - Blasphemy
- One who does not take definite stand - Evasive
- One who draws maps and charts - Cartographer
- One who eats everything - Omnivorous
- One who eats human flesh - Cannibal
- One who fights for the sake of money - Mercenary
- One who forsakes religion - Renegade
- One who has many talents- Versatile
- One who has suddenly gained new wealth - Parvenu
- One who has unreasoning enthusiasm for the glorification of one's country- Chauvinism
- One who hates knowledge and learning - Misologist
- One who is bad in spelling - Cacographic
- One who is guilty of firing property - Arsonist
- One who is more interested in himself- Introvert
- One who is more interested in others- Extrovert
- One who is neither intelligent nor dull - Mediocre
- One who is not the citizen of country - Alien
- One who is talkative - Garrulous
- One who is the most powerful - Omnipotent
- One who is very careful and particular- Meticulous
- One who is very well versed in any subject - Connoisseur
- One who lends money at high rate- Usurer
- One who loves all and sundry - Philanthropist
- One who loves books - Bibliophile
- One who passes through the gate without taking permission - Trespasser
- One who pays too much attention to his clothes and appearance - Dandy
- One who plays a game for pleasure not professionally - Amateur
- One who pretends illness to escape duty - Malingerer
- One who reads only books - Bookworm
- One who sacrifices his life for country- Martyr
- One who sneaks into a country - Infiltrator
- One who speaks many languages - Polyglot
- One who studies skin and its diseases - Dermatologist
- One who studies the formation of the earth - Geologist
- One who talks continuously - Loquacious
- One who thinks human nature is evil - Cynic
- One who totally abstain from alcohol - Teetotaler
- One who travels from place to place - Itinerant
- One who treats female problems- Gynecologist
- One who wants to see others unhappy - Sadist
- One who works in return for being taught the trade - Disciple
- One who works without getting any salary - Honorary
- One whose attitude is to eat, drink and merry - Epicurean

- Opposing arguments - Rebut
- Out of date things- Obsolescent
- Paper written in one's own handwriting - Manuscript
- Part of a church in which bells are hung- Belfry
- People in rowdy scene - Rabble
- Person different to pleasure and pain - Stoic
- Person obsessed with one idea or subject - Monomaniac
- Person pretending to be somebody he is not - Imposter
- Person who believes God is everything Ban - theist
- Person who believes others- Credulous
- Person who does not believe in any religion - Pagan
- Person who enjoys sensuous enjoyments - Epicure
- Person who has long experience- Veteran
- Person who hates women - Misogynist
- Person who holds scholarship at a university - Bursar
- Person who is against ordinary society especially dressing- Hippy
- Person who is always dissatisfied- Malcontent
- Person who is made to bear the blame- Scapegoat
- Person who kill others for political reason- Assassin
- Person who lives alone and avoids other people - Recluse
- Person who loves nature - Aesthete
- Person who makes love for amusement - Philanderer
- Person who pretends to have more knowledge - Charlatan
- Person who regards the whole world as his country - Cosmopolitan
- Person with a beautiful handwriting- Calligrapher
- Person without manners - Rustic
- Persuasive and fluent speech - Eloquence
- Physician who delivers babies - Obstetrician
- Place where birds are kept- Aviary
- Place where cows are sheltered - Byre
- Place where govt. records are kept - Archives
- Place where women dwelled (Ancient time) - Harem
- Place which provides both board and lodging - Inn
- Plants and vegetation - Flora
- Poem narrating a popular story - Ballad
- Poem written on the death of someone loved and lost- Elegy
- Policy of political party - Manifesto
- Power of reading thoughts of others - Telepathy
- Public building where weapons are made and stored - Arsenal
- Responsible according to law - Legitimate
- Ride on someone else back - Piggyback
- Ridiculous use of words - Malapropism
- Room leading into a large room - Anteroom
- Room with toilet facilities - Lavatory
- School for infants and children - Kindergarten
- Seat on elephant's back - Howdah
- Send unwanted person out of the country - Deport
- Short journey made by a group of persons together - Excursion
- Short remaining end of cigarette - Stub

- Short walk for pleasure or exercise - Stroll
- Slow witted person- Duffer
- Song sung at burial -Dirge
- Speech by an actor at the end of play- Epilogue
- Speech without preparation - Extempore
- Stage between boyhood and youth - Adolescence
- Statement which cannot be understood - Incomprehensible
- Stories of old time Gods and heroes - Legend
- Story that cannot be believed - Incredible
- Study of ancient science - Archaeology
- Study of birds - Ornithologist
- Study of human body - Anatomy
- Study of mankind - Anthropology
- Study of statistics of birth, death and diseases - Demography
- Sudden rush of winds - Gust
- Thing that bring gentle and painless death from incurable death - Euthanasia
- Thing that cannot be touched or felt - Palpable
- Thing that destroys the effect of poison - Antidote
- Thing through which light cannot pass - Opaque
- Thing which cannot be done without - Indispensable
- Things that can be seen and touched - Tangible
- Things that cannot be understood - Unintelligible
- To do away with a rule - Abrogate
- To explain a spiritual truth - Parable
- To spread troops for battle- Deploy
- Tumour which is not likely to spread - Benign
- Unexpected stroke of good luck - Windfall
- Using of new words- Neology
- Views which are not of one's liking - Irritating
- Walking in sleep- Somnambulism
- Which cannot be rectified - Irreparable
- Woman who has extra marital relationship - Adultery
- Work which involves too much official formalities - Red-Tapism

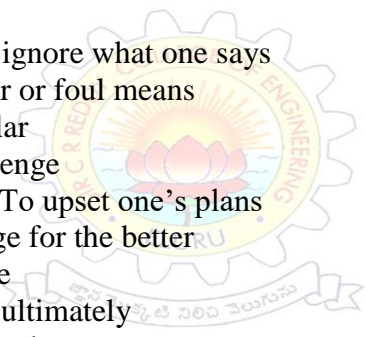
IDIOMS

An idiom is a set expression that has a meaning different from the sum of the literal meanings of its components.

Important Idioms & Phrases

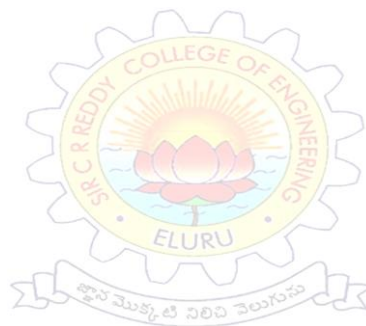
- Above board - Honest and open
- At arms length - To keep at a distance
- At the eleventh hour - At the last moment
- At sixes and sevens - In a disordered manner
- An apple of discord - A cause of quarrel
- At home - Comfortable
- Alpha and omega - The beginning and the end
- At sea - Confused and lost

At one's beck and call - At one's service
 An acid test - A critical test
 Add fuel to the fire - To aggravate the situation
 At a snail's pace - Very slowly
 To beat about the bush - Talk irrelevantly
 A bone of contention - A source of quarrel
 To burn one's boats - Go back on a decision
 To burn candle at both ends - To waste lavishly
 To build castles in the air - Make imaginary schemes
 A bolt from the blue - Something unexpected
 By leaps and bounds - Rapidly
 A burning question - An important topic
 To bell the cat - To face the risk
 A big gun - An important person
 To blow one's own - To praise one's own
 trumpet achievement
 A bosom friend - A very close friend
 A brown study - Dreaming
 A close shave - Narrow escape
 To cut a sorry figure - To make a poor show
 Take one to task - Rebuke
 Turn a deaf ear - Disregard / ignore what one says
 By hook or by crook - By fair or foul means
 Gain ground - Become popular
 Pay off old scores - Take revenge
 Put a spoke in one's wheel - To upset one's plans
 Turn over a new leaf - Change for the better
 Make up one's mind - Decide
 In the long run - Eventually; ultimately
 In the nick of time - Just at the last moment
 Through thick and thin - Under all conditions
 With a high hand - Oppressively
 Sitting on the fence - Hesitate between two decisions
 Bring to light - Disclose
 Burn one's fingers - Get into trouble by interfering in other's affairs
 Laugh one's head off - Laugh heartily
 Chew the cud - Ponder over something
 Hard and fast rules - Strict rules
 Play second fiddle - Take an unimportant part
 Rank and file - Ordinary persons
 By fits and starts - In short periods, not regularly
 A wee bit - A little
 Out of the wood - Free from difficulties and dangers
 Under his thumb - Under his control
 At one's wits end - In a state where one does not know what to do
 Between the devil and the - Between two dangers
 Burn the midnight oil - Work or study hard
 Call a spade a spade - Speak frankly and directly
 Come off with flying colours - Be highly successful



Hoping against hope - Without hope
Hit the nail on the head - Do or say the exact thing
An axe to grind - A personal interest in the matter
Spread like wild fire - Spread quickly
The gift of the gab - Talent for speaking
Throw out of gear - Disturb the work
Tooth and nail - With all one's power
Take to one's heels - Run away
Die in harness - Die while in service
Out of the way - Strange
Read between the lines - Understand the hidden meaning
In cold blood - Deliberately; without emotion
Show a clean pair of heels - Run away
A thorn in the flesh - A constant source of annoyance
Smell a rat - Suspect something foul
Nip in the bud - Destroy in the early stage
Out of the question - Impossible
Stick to one's guns - Remain faithful to the cause
A man of straw - A man of no substance
Leave no stone unturned - Use all available means
Harp on the same string - Dwell on the same subject
Take a leaf out of one's book - Imitate one
Like a fish out of water - In a strange situation
At one's beck and call - Under his control
Bury the hatchet - End the quarrel and make peace
Feather one's own nest - Make money unfairly
Leave one in the lurch - Desert one in difficulties; leave one in a helpless condition
To eat humble pie - To apologize humbly; to yield under humiliating circumstances
To eat your words - To take back what you have said
To make both ends meet - To live within one's income
In high spirits - Very happy
Kill two birds with one stone - To achieve two results with one effort
Let the cat out of the bag - Reveal a secret
Put the cart before the horse - Put or do things in the wrong order
A hard nut to crack - A difficult problem
In hot water - In trouble
Wash one's dirty linen - Discuss unpleasant
in public private matters before strangers
On tenterhooks - In a state of suspense and anxiety
To all names - To abuse
To get rid of - Dispose of
At daggers drawn - Bitterly hostile
To play ducks and drakes - To act foolishly or inconsistently
To take the bull by the horns - To tackle a problem in a bold and direct fashion
Rain cats and dogs - Rain heavily
To move heaven and earth - To make a supreme effort
No avail - Without any result
Bark up the wrong tree - Accuse or denounce the wrong person
Keep one at bay - Keep one at a distance

Make a clean breast of it - Confess – especially when a person has done a wrong thing
Have a card up one's sleeve - Have a secret plan in reserve
Like a cat on hot bricks - Very nervous
Cat and dog life - Life full of quarrels
Cock and bull story - Made up story that one should not believe
Cry for the moon - Ask for the impossible
The pros and cons - The various aspects of a matter in detail
Be in a tight corner - In a very difficult situation
Cross one's t's and dot one's i's - Be precise, careful and exact
Keep one's fingers crossed - The anxiety in which you hope that nothing will upset your plans.



IV. COMMUNICATIVE FUNCTIONS

- i) Greeting and taking leave
 - ii) Introducing yourself/others
 - iii) Requests, permissions
 - iv) Asking for and giving directions
 - v) Invitations
 - vi) Making complaints
 - vii) Congratulate someone success
 - viii) Express sympathy
 - ix) Apologize, advices, express opinions
 - x) Telephone skills

Greetings and Taking Leave

Good morning!

What a pleasure to see you!

How nice to see you!

Hi, how are you?

Hello! What a surprise!

Hello! It's nice meeting you again

How are things with you?

Wish I could have stayed longer, but I must run

Good bye, see you again.

Enquiring/making request for help/seeking directions

Excuse me, could you help me please?

Is there a medical store close by?

Could I ask a favour of you?

I'm sorry to trouble you, but I need your help

Certainly, I shall be glad to help.

Thanks a lot/you very much

You're most welcome

Complaining

I regret to bring to your notice that some of the items supplied by you are of poor quality.

I'm sorry to say this, but you are playing a loud music.

I have a complaint to make.

My new washing machine is not working.

I'd like to have the piece replaced.

Offering suggestions, to advise or to persuade

Stop using polythene bags immediately.

I suggest you repeat these expressions twice each.

Let's repeat these expressions for practice.

You should repeat these expressions in order to perfect them.

- Could I persuade to repeat the expressions as many times as possible?

Congratulate on an achievement, express sympathy and offer condolences

- Congratulations!
 You really deserve this honor.
 Well done! Keep it up!
 I'm sorry about what happened.
 I've no doubt that you will do much better next time.
 I just got the sad news.
 It's a great loss indeed.
 Remember that we are all with you.

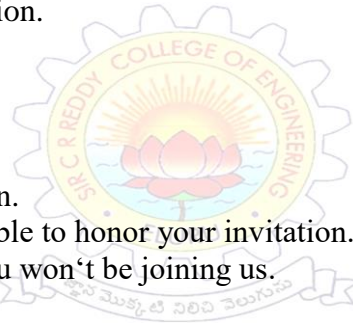
Extend invitations and accept or decline them

Accepting

- There's some good news.
 I've completed my Ph.D.
 I'm hosting a party this weekend.
 I'll be happy if you can join me along with your family.
 Thank you for the invitation.
 We'll certainly make it.

Declining

- Thanks for your invitation.
 I'm sorry; I may not be able to honor your invitation.
 It's disappointing that you won't be joining us.
 We all miss you.



Make apologies and respond to apologies

- I must apologize for.....
 I'm terribly sorry about.....
 Please accept my sincere apologies.
 It's quite all right.
 No need to feel sorry about it. These things do happen.

Introduce yourself...

Good morning . I am sanjay

I would like to introduce myself. I am -----

Allow me to introduce myself I am -----.

- Good morning/hello! /hi! my name is/ I'm
- I've just joined
- I'm from
- I work for
- I am the new

Introducing others...

Let me introduce our team member—Mr.Lal

- Good morning all. I would like to introduce.....
- Hello everybody, here is Mr. / Mrs
- It's my pleasure to introduce our today's guest.....
- I feel delighted to introduce Mr. / Mrs
- It's a great honor for me to introduce.....
- I'm happy to introduce my friend.....
- I'm proud of introduce my friend

Asking for people's opinions and giving opinions to others

- I'm convinced
- I think.... / I believe..... / I feel
- As far as I'm concerned.....
- What is your opinion about
- What are your views on/about
- Are you in favour of

Activities:

- 1) On the first day of college, how will you introduce yourself to your classmate
- 2) How will you introduce your new friend Meera, who has come to your house for the first time
- 3) On your way to the market with your parents, you run into your teacher. They have not met before. How will you introduce them?
- 4) On college day, you are introduced to the chief guest, Mr. Naresh Kumar pandey. Then how do you start conversation?
- 5) By mistake you took your friend's book home. How will you apologize to her/him the next day?
- 6) You have qualified to participate in inter-quiz competition and are leaving to take part in it. Your college principal, class teacher, best friend and a classmate whom you don't know very well wish you good luck. What would you say to you and how would you respond to each of them.
- 7) You are new in Bhimavaram and want to find the way from the town railway station to bus stand. How will you ask the directions
- 8) How do you invite your friends to your birthday party?
- 9) The Assistant Manager wants to leave one afternoon. How does he say to his boss?
- 10) How do you take permission from principal for one week leave to attend your sister's marriage?
- 11) How do you bring awareness to your friend to wear helmet
- 12) Invite your friend to come and watch a cricket match with you next Sunday at the Sidney stadium
- 13) How do you suggest to your friend to visit Kashmir valley
- 14) You are talking to your English teacher about performance in the last oral activity. How do you ask to suggest to improve your skills.



V. PRESENTATION SKILLS

Introduction:

An oral presentation is a form of oral communication. It is a participative two-way communication process characterized by the formal and structured presentation of a message using visual aids. It is purposeful and goal-oriented, and communicates a message to an audience in a way that brings about desired change in their understanding or opinion. It is flexible, changing, as well as complex and varied. Thus presentation is:

Purposeful - The Presentation will be made with a definite purpose

Interactive - It involves both the speaker as well as the listeners

Formal - It is a formal situation

Audience oriented - The topic will have to be dealt with from the listener's perspective.

Importance of Presentation skills:

We may not all be professional public speakers but we may have to make a presentation at some point of time or the other. Whether one is a student, a professional engineer, an academician, or a business executive, one may have to make oral presentations in front of one's colleagues or professional peers. A professional student may be required to make presentations in the form of seminars, research presentations, and so on. Professionals in different fields, including scientists and engineers, have also to make oral reports, present seminars, deliver project presentations or present proposal orally. Similarly, business executives may have to introduce a new product that their company has launched, to present a new sales plan that they want others to know about, or they may just have a brilliant idea that they would like to share with their colleagues.

Thus, the ability to deliver an effective presentation is essential for all of us. We should know how to present our ideas in a persuasive way, how to make our audience interested in our presentation, how to use appropriate visuals during our presentation, and how to reflect confidence while speaking. A person making a presentation should have the ability to begin his presentation in effective way, develop his/her ideas logically and concludes his/her presentation with some thing memorable.

Types of Presentations:

There are two main types of oral presentations. They are,

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

Impromptu or Extemporaneous Speaking

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned unsaying anything at all. We are more shocked than anyone else. Has this

ever happened to you? If and when this does happen to you, be prepared to rise to the challenge.

Tips for an Effective Presentation:

□□**Decide quickly on what your message would be:** Keep in mind the fact that you have not been asked to give a speech but to make some impromptu remarks.

Hopefully they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow and trust your instincts.

□□**Do not try and memorize what you want to say:** Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.

□□**Start off strong and with confidence:** If you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking.

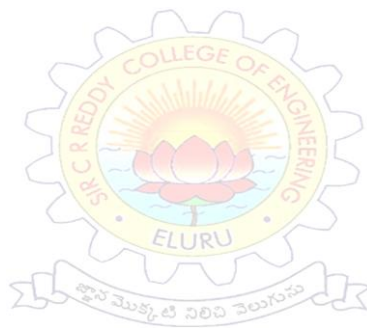
If you know you have three points or ideas to say, just start off simple by saying, —I would just like to talk about 3 points!. The first point is The second point is ...and so on. Decide on your transitions from one point to the other - After you have decided on your opening remark or line, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such as, —My second point is... or my next point is... etc. Just list on your note card or napkin, if you have to, the main points or ideas. Do not write out the exact words, but just the point's you want to mention.

□□**Maintain eye contact with the audience:** This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating to your audience and not speaking to the crowd.

□□**Occasionally throw in an off-the-cuff remark:** If you want your style to be flexible and seem impromptu, trust your instinct and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.

□□**Finally, have a good conclusion:** Gracefully just state... —And the last point I would like to make is..... Once you have made your last point, you can then turn back to the person who asked you to speak in the first place. With a little practice; this process will feel more natural to you. Anticipating that you may be

Asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are asked, you are better prepared because you have already anticipated being asked.



Prepared Oral Presentation

In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions.

Barriers for Effective presentation:

Some of the barriers to effective presentation are:

A. **Fear:** When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

B. **Lack of preparation:** It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one's memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector. If the speaker fails to prepare for this, his presentation might be a failure, due to power cut or some technical problems. Lack of preparation would make the presentation less impressive.

C. **Unable to control one's ideas:** Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

How to make a good presentation?

In order to make a successful presentation, you should keep in mind the following aspects:

1. **Conquering stage fear:** To conquer stage fright, know the facts about it.

- Some amount of stage fright is helpful.
- Many professional speakers never completely lost all their stage fright.
- One of the main reasons for stage fright is that one is not accustomed to speaking in public.
- Some symptoms like, mental blocks, trembling arms, excessive sweating, lack of Fluency are usual among beginners.
- To gain confidence, watch successful presentations of other speakers.
- Thorough preparation would help you conquer stage fright.
- Simple warm up exercise, rotating your arms and moving your facial muscles would help you speak with natural ease.
- Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you.
- Before beginning your presentation, take three deep breaths of air.

□□ Encouraging oneself by statements such as, —I can make a successful presentation and

—I am confident of myself will help.

2. **The audience:** The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds..Always know the needs of your audience before planning for anything. Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

3. **Content of your presentation:** Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.

4. **Structure of your presentation:** Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. In the introduction, you —tell them what you are going to tell them.

In the body, you —tell them. In the conclusion, you —tell them what you told them. You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation.

The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another.

The conclusion of the presentation should help the audience understand the Significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling about you and your ideas.

The Delivery: Some of the main areas you should concentrate are:-

Quality of your voice: Voice quality involves your attention to volume, speed, fluency, Clarity of your voice and your pronunciation. Adjust your tone volume to the size of the room. Use a microphone or collar mike if necessary. Make sure that the people at the back can hear you. Speak at a rate that your audience can understand. Never make a hasty presentation, just because you have too much material to present in less time. Time your presentation. Use pauses to allow the audience digest an important point. Make sure that you are pronouncing difficult words correctly.

Rapport with your audience: Look into the eyes of your audience while presenting. In-between have a glance at all of them. Avoid looking at any one too long. Do not ever try to address the ceiling or the walls of the room. If you do not make a sincere eye contact with your audience, they may think you are not confident about what you are presenting. Questions in between will make the audience listen actively. One of the secrets to make a good presentation is to involve the audience.

Pay attention to your body language: Your body language should not send negative signals to your audience. Be confident and make sure your confidence is expressed in your smile and movements. Stand straight and do not be stagnant at one place. Keep moving around, (not excessively). Avoid unnecessary movement of hands. Always dress in formals.

Use visual aids effectively: Visual aids play a vital role in presentations. Human beings are capable of remembering something they visualized, better than something they heard. The quality and number of visual aids should enhance, not distract the audience from your message. Always remember the value of pictures, graphs, symbols and objectives. While preparing the transparencies, for your OHP, use a plain font of substantial size (18point or more). If you use colors, do not use more than three colors. Ask yourself whether the audience can quickly & easily grasp what they see or will they spend time reading and not listening?

Make sure you know how to operate the equipment. Practice it ahead of time. Have Backup cords, bulbs, adapters etc. prepare for the worst (all gadgets depend upon electricity and failure of power supply should not fail your presentation). Make sure you know the lighting requirements for your equipment, where the switches are and what settings are needed.

Some don'ts while using visual aids:

1. Avoid using a diagram prepared for a technical report in your presentation. It will be too detailed and difficult to read.
2. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide illegible or divert your audience's attention so that they spend time reading the slide rather than listening to you. One of the clever things to do is to write-down the salient points which you want the audience to know and remember, so that you need not repeatedly say them.
3. Avoid pointing at the transparency with a pen during the presentation – it is messy and the audience will be fascinated by your shaking hand.
4. Do not block your audience's vision. Prepared oral presentations are always advantageous and can be presented Successfully if you take enough care. On the other hand, extempore presentation is something which you will have to make without any prior preparation or practice. The problem many people face with this kind of presentation is nervousness. A successful extempore oral presentation can be made only if one is confident of one self. Try to gather your thoughts as quickly as possible. Arrange them in an order quickly and start speaking. You will probably have a number of opportunities to make oral presentations at your college. These can take place in informal situations and sometimes they may be assessed. You will start with short, informal presentations and gradually build up. Look at each presentation positively as an opportunity to enhance your technique and confidence's the saying goes, —Practice makes a man perfectl. You will find that you will develop a great deal with practice. You will benefit a lot later by presenting now, as presentation skills are becoming an essential part of work-life.

VI. GROUP DISCUSSION

Introduction

A group discussion is used generally as a variant of personality test for assessing the performance of several candidates simultaneously. Indeed, it enables to shortlist candidates for the final interview or to select candidates for the posts in private and public sectors, and also for the award of national and international fellowships or for admission to prestigious professional institutions. Since then, group discussions have become immensely popular with different recruiting bodies because of their simplicity, ease, and time-plus cost-effectiveness. It is considerably different from extempore sessions, public speaking, a general debate, and an interview. Methodology.

A group of eight to ten candidates are seated in a circle according to given chest numbers. A topic is announced and also the total time for discussion which is normally 30 minutes. Each candidate has to express his or her opinion and offer counter arguments in a nice manner. The evaluator watches the discussion from behind a screen and assesses the candidate's potential for the final interview on the basis of their verbal and non-verbal communication skills, and leadership qualities. Importance of Personality.

As it is widely known that 'First impression is the best impression', A favorable first impression enables to win over others easily. With your pleasing personality, you can impress others even before you say a word. Your Non-verbal communication also plays a vital role to win over others. Your body language should reflect your confidence, openness, readiness and a sense of being helpful attitude. The various components of personality are taken into consideration in a group discussion are as follows:

1. Knowledge

In a group discussion, Knowledge of the subject concerned very much, supported by common sense. It will help you to handle any situation and win favour from others. Knowledge is power. It plays a prominent role to prove your efficiency and caliber. Your discussion of the subject must be relevant, rational, convincing and above all, interesting and appealing to your listeners.

2. Body language

It comes under non verbal communication. Your facial expressions, hand movements, your way of sitting on a chair etc., play a significant role in creating a good impression. Your appearance and manners determines your personality. Slouching while sitting does not create positive impression. You must sit firmly, head held erect, meet the other person's eye with friendliness.

3. Dress

Your clothes also play an important role to create a favourable impression. Your clothes need not to be expensive, but they need to be formal. They should be clean, properly ironed, neat and well tailored. A well dressed person also feels more confident. Attention must be paid in wearing footwear also, it should be formal. They must be polished, neat and clean. Your haircut and style should match your personality. You must ensure that your breath is clean and fresh.

4. Language

Your language must be polite; as it is widely known that the more you grow the more polite you are, like a willow tree. Your language must be fluent and your vocabulary must be good. Everybody likes to be requested; everyone likes to confer a favour than obey an order. So it is essential to develop a voice that is lively and cheerful and conveys a request.

5. Manners

A well mannered person easily gains favour from others. It is one's manners that leave a lasting impression on others. There are people who stand out not for their intellectual abilities but for their well manners. A helpful and polite person easily draws the attention of others.

6. Communication skills

Good communication skills play a vital role in determining a candidate's competency in a group discussion. Your idea can be expressed eloquently and effectively. Effective communication is not an inborn trait; it can be learnt and mastered. Mahatma Gandhi was also a very shy person till he jumped in to freedom struggle. He gained favour from the people and became father of our nation. You must be friendly, helpful, understanding, appreciative and ready to talk and listen, then there will always be people ready to listen to you.

Topics for discussion

1. Do politicians require educational qualifications?
2. Are marks the only way to judge a student?
3. Government job Vs Corporate job, which one is better.
4. Vegetarian Vs Non-vegetarian which is the best diet.
5. Merits and demerits of credit cards.
6. Should Politicians have a retirement age?
7. Online shopping Vs Traditional shopping, which one is better?
8. Is FDI good for India?
9. Does India should be reorganized into smaller states?
10. Women empowerment will lead to social development.
11. Extension of retirement age is a welcome move or not justify.
12. Who is a better manager man or woman?
13. Does higher education in India is better than abroad
14. Small family Vs joint family
15. Brain drain

VII. DEBATE

Introduction:

Debate is a formal discussion between people in which they express different opinions about something .A debate can be an organized event, an informal discussion between two or more people, or a general discussion that involves many people.

A debate is judged by one or more judges on how well thought out a person's arguments are, and how well he presents himself in terms of language. The use of formal language is, therefore, unavoidable in debates. Debates have been a part of human society since ancient times, and in many democratic nations like India there are debating societies for discussing different issues.

Depending on the time given for preparation to the participants, we can categorize debates into two categories

The first one is a debate where the topic is announced much in advance, so that the participants can visit knowledge sources like internet, libraries, expert personnel, place of action in the topic, etc. and gather as much as information as they can. And even select the information he/she would like to use and organize according to an order. Examples and proofs can be collected and showed in the debate.

The second category of debate is extemporaneous where you are not given much time. You are given a little time to refer to any material they provide, and you are supposed to browse through it and logically use it in the debate.

In all kinds of debate, the two groups equally try to prove superior and prevail over the other side and ultimately whichever team could present their logical, consistency, factual accuracy and best persuasive skills will win the debate. So you should be able to convince and persuade the other team, audiences and judges. This is possible only with suitable examples and presenting requisite proof(if you can). At the same time you should have good listening skills and analytical skills to listen to and analyze the opponent's speech and questions so that your rebuttal or answer back can be successful. Analytical skills can win the audience and the judge's support.

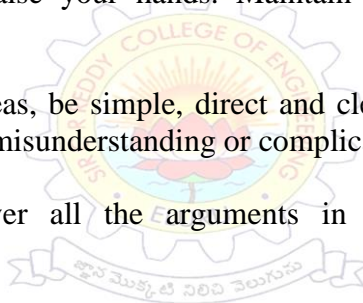
Importance of debate:

Debate can be an effective instructional method for helping participants to present and evaluate positions clearly and logically. Debate begins with the debaters having developed or been assigned a position on an issue. The intention is to persuade others that their position is the proper one. In this way debate differs from discussion, which often calls for the cooperative thinking of members of a group in search of a solution or approach to a problem or issue. A specific example of a way in which debate might be a useful method is as a follow-up to a policy-making exercise.

Participants who do not agree with the adopted policy might use the debate as an effective means of trying to change public opinion, which might in turn lead to a change in policy.

Rules to follow:

- 1.All the participants should be well informed about the format and each participant's role. The participants should adhere to the rules and guidelines of the format.
- 2.The time given to each speaker is fixed and the speaker should organize each minute properly. Proper time management is beneficial.
- 3.Addressing the chair has to be polite.
- 4.To present your ideas effectively, be clear, confident and audible. Maintain your voice characteristics and follow the rules of debate.
- 5.Non-verbal communication is also very important. Until it is an emergency, do not make noisy sounds or raise your hands. Maintain proper contact with all the participants.
- 6.While presenting your ideas, be simple, direct and clear in your language so that you can avoid confusion, misunderstanding or complication
- 7.While summarizing, cover all the arguments in four minutes and follow summarizing techniques.



Do's

- Analyse the given topic and discuss with the co-participants.
- Make valid points giving examples instead of repeating.
- Follow the rules of the debate.
- Be polite in expressing ideas.
- Be quick and brief to the point.
- Be tolerate, empathetic and assertive.
- Be natural but do control your emotions.
- Maintain eye contact and good body language.
- Follow normal speed.
- Present ideas logically and with examples.
- Use parliamentary language only.

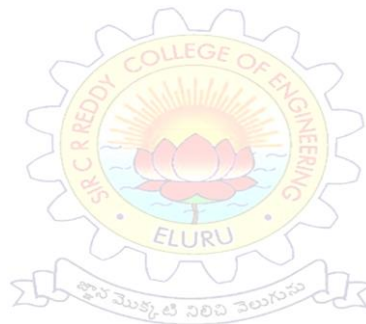
Don'ts:

- Don't interrupt others
- Don't use unparliamentarily language
- Don't attack personally

Don't beat about the bush
Don't lose temper
Avoid stare continuously
Avoid sitting carelessly
Don't speak too fast or too slow
Avoid pointing others with fore finger
Don't be rude.

Debate topics:

Is traditional education better than online education?
Privatization is better than government.
Is china software better than Indian software?
Voters should be given a chance none of the above.
Is Social media boon or bane?etc.



VIII. INTERVIEW SKILLS

Introduction:

Actually, we pass through interview situation very frequently without being aware of them. For example, when waiting in a railway station all for your scheduled train you could start a conversation with the man in the adjacent chair. You may exchange names, destination of your travel, occupation, and other such information. In another case, when you visit your doctor, you are once again in an interview situation. He asks for the details of your problems in order to diagnose and treat you. Several such situations happen all the while and we deal with them effortlessly, unconsciously. While facing a formal interview for admission or recruitment we are very aware of the situation. Such interviews need a lot of preparation and we can perform at them with role-playing practices.

Origin: The word interview is derived from French word 'intrevue'.

Meaning: "face-to-face meeting, formal conference."

Definition: An interview is a conversation between an employer and an applicant, typically in person, in which information is exchanged, with the intention of determining the applicant's suitability for a position.

Characteristics:

Based on the above information interview is said to have the following features.

1. It is an interaction including dialogue between a job applicant and representative of the employing organization
2. There is a definite object of the interview such as discerning the views and idea of persons.
3. There is a face-to-face interaction among the individuals.

Types of interview

There are many types of formal interviews; some of them in prominence are structured interviews and unstructured interviews.

Structured interviews

It is also known as a standardized interview, in this type of interviews, the interviewers ask all the candidates the same questions in the same order. Computers may be used to store, retrieve, and compare the data provided by the candidates.

Unstructured interviews

It is also known as non-directive interview, in this type of interviews, questions are not prearranged. These interviews allow questions based on the candidate's responses. These types of interviews lack the style of reliability and precision of a structured interview.

Appearing for an interview

Time management: It is an important factor to determine your personality. A good time management is an indication of your maturity level. You must reach the venue in time and report at the venue of the interview at least half an hour before the scheduled time. You have to make sure of yourself that you are punctual. It not only helps to maintain calmness of your mind but also creates good impression.

Appearance: First impression is the best impression Therefore it is understood that First impressions are largely formed by our appearance even before we begin to talk. It is important to be well dressed and well groomed. Your clothes must be formal. They must be clean and properly ironed. Footwear should be clean and polished. Women should wear minimum jewelry.

Body Language: Your body language speaks a lot about your personality. It is about representing your personality. Standing straight, making eye contact and connecting with a firm handshake. All these play a vital role in order to draw the attention from the employer.

Language: Use polite and appropriate language during the interview. Your communication must be formal. Don't use slang words. Be aware of cast, creed, race, age, religion, politics etc., These topics could lead to elimination of your candidature.

Listening: Be a good listener, listen to your interviewers carefully, From the very beginning of the interview, your interviewer gives you information, either directly or indirectly. If you are not listening it, you may miss an opportunity. Good communication skills include listening and letting the person know you listened what was said by the interviewer. Observe your interviewer, and match his or her style and pace.

Don't be too familiar: The interview is a formal meeting to talk business. This is not about making a new friend. Don't try to show excessive friendly attitude, know your limits and respond accordingly. It is important to maintain energy and enthusiasm to answer the questions posed by the interviewers.

Sample Job interview questions:

1. Introduce yourself
2. What are your strengths and weaknesses?
3. What are your academic achievements?
4. Tell me about your proudest achievement?
5. What do you do in your spare time?
6. What was the last book you read?
7. What do you know about our company?
8. Why should we hire you?
9. Describe a difficult situation which you faced and how did you handle it.
10. Where do you want to see yourself in next five years?
11. What is your perception of team work?
12. Why do you want this job?
13. Why are you leaving your present job?
14. How much salary do you expect?

15. Do you have any questions?

