

MRCET CAMPUS

MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY **(AUTONOMOUS INSTITUTION - UGC, GOVT. OF INDIA)**

Affiliated to JNTUH; Approved by AICTE, NBA-Tier 1 & NAAC with A-GRADE | ISO 9001:2015
Maisammaguda, Dhulapally, Komapally, Secunderabad - 500100, Telangana State, India

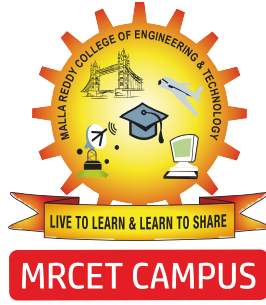
LABORATORY MANUAL & RECORD

Name:

Roll No: Branch:

Year: Sem:





MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY

(AUTONOMOUS INSTITUTION - UGC, GOVT. OF INDIA)

Affiliated to JNTUH; Approved by AICTE, NBA-Tier 1 & NAAC with A-GRADE | ISO 9001:2015
Maisammaguda, Dhulapally, Komapally, Secunderabad - 500100, Telangana State, India

Certificate

Certified that this is the Bonafide Record of the Work Done by
Mr./Ms.....Roll.No.....of
B.Tech I year Semester for Academic year 2023 - 2024
in.....Laboratory.

Date:

Faculty Incharge

HOD

Internal Examiner

External Examiner

INDEX

[illegible]

PREFACE

English is a universal language and it is understood all over the world. In fact, in today's world speaking English has become a necessity it is not only that our today's generation looks down upon anyone who is unable to speak English. It has become more like a status symbol. All the companies are recruiting only those people who speak fluent and correct English. With the coming up of the call centers and Multinational companies the need for English language has increased ten folds. With all this happening one cannot afford to live without speaking English.

The manual provides Five units with exclusive exercises of Computer Assisted Language Learning (CALL LAB) followed by activities of Interactive communication Skills (ICS LAB). Exercises are followed for mastering the soft skills, apart from oral exercises in the lab through the use of software. Chapter wise space is provided for student to practice one or two exercises in written form. The rest of the exercises are done orally in the lab hours allotted to them. Chapter wise teacher evaluation on various aspects of verbal and non verbal communication helps the student to perform better as he progresses in practicing his communication skills. Thus the student slowly realizes the importance of professional communication and etiquettes which are now in demand. Hope the manual fulfils the desire of the readers in acquiring soft skills required for their success.

The preponderance of communication in the academic and professional arena motivated us to take up this assignment of writing ELCS LAB Manual. We hope that this manual with comprehensive coverage of all aspects will prove to be relevant and useful for the students. We would like to extend our sincere gratitude to Dr S Srinivasa Rao, Principal, Malla Reddy College of Engineering and Technology (autonomous) under whose patronage we were able to write this manual, we are also indebted to our Head of the Department, Humanities & Sciences, MRCET, Dr. V Madhusudhana Reddy, for his constant support and motivation to us. All and all, this manual is your free ticket to the world of speaking better and fluent English. With great pleasure, we acknowledge the compatible environment shared by our colleagues.

B. TECH I YEAR

L	T/P/D	C
3	- / - / -	1.5

(R22A0081) ENGLISH LANGUAGE COMMUNICATION SKILLS LAB

The Language Lab focuses on the production and practice of sounds of the English language and familiarizes the students with its use in everyday situations and contexts.

Objectives:

1. To facilitate computer-aided multi-media instruction enabling individualized and independent language learning
2. To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm
3. To bring about a consistent accent and intelligibility in their pronunciation, ample speaking opportunities are provided.
4. To improve the fluency in spoken English and neutralize mother tongue influence
5. To train students to use language appropriately for interviews, group discussions and public speaking

English Language Communication Skills Lab has two parts:

- a. Computer Assisted Language Learning (CALL) Lab
- b. Interactive Communication Skills (ICS) Lab

The following course content is prescribed for the English Language Communication Skills Lab

UNIT –I

CALL Lab: Introduction to Phonetics –Speech Sounds –Vowels and Consonants- Transcriptions

ICS Lab: Ice-Breaking activity - JAM session

UNIT –II

CALL Lab: Pronunciation: Past Tense Markers and Plural Markers

ICS Lab: Situational Dialogues/Role Plays—Greetings - Taking Leave – Introducing Oneself and Others - Requests and Seeking Permissions

UNIT–III

CALL Lab: Syllable and Syllabification

ICS Lab: Describing Objects/ Situations/ People

UNIT –IV

CALL Lab: Word Stress and Intonation

ICS Lab: Information transfer – from visual to verbal - maps, charts, tables and graphs

UNIT –V

CALL Lab: Errors in Pronunciation - Accent - the Influence of Mother Tongue (MTI)

ICS Lab: Making a Short Speech - Extempore

ELCS Lab:**1. Computer Assisted Language Learning (CALL) Lab:**

The Computer aided Language Lab for 60 students with 60 systems, one master console, LAN facility and English language software for self-study by learners.

System Requirement (Hardware component):

Computer network with LAN with minimum 60 multimedia systems with the following specifications:

- i) P –IV Processor
 - a) Speed –2.8 GHZ
 - b) RAM –512 MB Minimum
 - c) Hard Disk –80 GB
- ii) Headphones of High quality

2 Interactive Communication Skills (ICS) Lab :

This lab is a spacious room with movable chairs and audio-visual aids with a Public Address System, a T. V., a digital stereo –audio & video system and camcorder etc.

DISTRIBUTION AND WEIGHTAGE OF MARKS**English Language Laboratory Practical Examination:**

1. The practical examinations for the English Language Laboratory 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 year for 30 marks and 70 year-end Examination marks. Of the 30 marks, 20 marks shall be awarded for day-to-day work and 10 marks to be awarded by conducting Internal Lab Test(s). The year-end Examination shall be conducted by the teacher concerned with the help of another member of the staff of the same department of the other institution.

OUTCOMES:

1. Learning with precision through computer-assisted individualized and independent language learning to work independently in engineering set up.
2. Improved conversational reception and articulation techniques in the course of repetitive instruction thereby gaining confidence both in institutional and professional environment.
3. Accuracy in pronunciation and restoring Standard English thereby crafting better command in English language so that the students have a cutting edge over others in society.
4. Imbibing appropriate use of language in situations to work as an individual and as a leader in diverse teams

INDEX

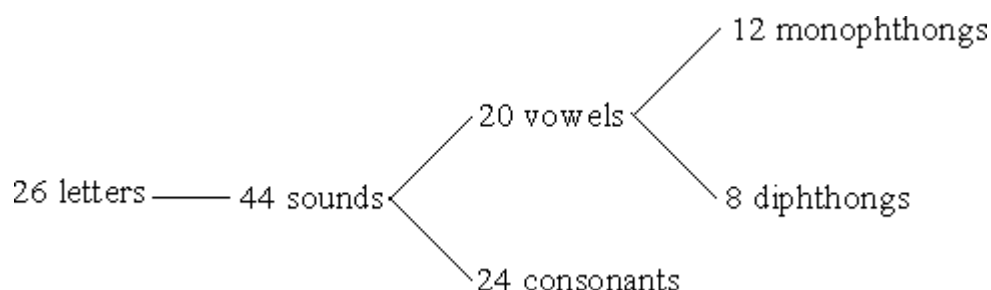
S.NO	TOPICS	PG. NO
1. <u>UNIT – I</u>		
	CALL Lab: Introduction to Phonetics	01
	ICS Lab: Ice-Breaking activity and JAM session	11
2. <u>UNIT – II</u>		
	CALL Lab: Pronunciation: Past Tense Markers and Plural Markers	17
	ICS Lab: Situational Dialogues – Role-Play	23
3. <u>UNIT - III</u>		
	CALL Lab: Syllable and Syllabification	31
	ICS Lab: Describing Objects/ Situations/ People	34
4. <u>UNIT - IV</u>		
	CALL Lab: Word Stress and Intonation	42
	ICS Lab: Information Transfer	51
5. <u>UNIT - V</u>		
	CALL Lab: Errors Pronunciation in Accent - MTI	58
	ICS Lab: Extempore	68

UNIT – I**(CALL LAB)****INTRODUCTION TO PHONETICS**

Phonetics is the systematic study of speech sounds and their production, audition, and perception. It is the branch of linguistics that deals with the speech sounds and their combination, description and representation by written symbols. It is the systematic study of speech sounds of language. Phonetics can deal with the speech sounds of any language.

Speech Sounds

In English, there are twenty-six letters but *forty-four sounds* (44) the sounds of English are divided into two main categories; *the vowels and the consonants*. All these are represented by specific symbols. The source of symbols is the International Phonetic Alphabet (IPA), a system of transcription which attempts to represent each sound of human speech using symbols.

**VOWELS**

A vowel sound is unobstructed in articulation as it is produced without friction. Of the **20 vowel sounds**, **12 are pure vowel sounds or single sounds** and are called **monophthongs**; while 8 are vowel glides from an **initial sound to a final sound** and are called **diphthongs**.

These are of three types:

- a) **Front:** A front vowel is that during the production of which the tongue is raised in the direction of the hard palate.

b) **Central:** A central vowel is that during the production of which the centre of the tongue is raised towards that part of the roof of the mouth which lies at the meeting point of the hard palate and the soft palate

c) **Back:** A back vowel is that during the production of which the back of the tongue is raised in the direction of the soft palate.

Pure Vowels	
Or	Examples
Monophthongs	
/ɪ/	kill, fill
/i/	feel, meet
/e/	bet, set
/æ/	cat, mat
/ɑ/	car, park
/ɒ/	pot, cot
/ɔ/	Ball, fall
/ʊ/	put, good
/u/	shoot, root
/ʌ/	cut, but
/ɜ/	heard, bird
/ə/	about, around

DIPHTHONGS

A diphthong is a combination of two pure vowel sounds which changes its quality in a syllable. A diphthong always occupies one syllable. Diphthong is not two vowels but one vowel sound leads to another vowel sound.

Diphthongs	Examples
/eɪ/	day, play

/aɪ/	fly, <u>tie</u>
/əʊ/	go, n <u>o</u>
/aʊ/	c <u>ow</u> , n <u>ow</u>
/ɔɪ/	<u>oil</u> , b <u>oil</u>
/ɛə/	f <u>ear</u> , d <u>ear</u>
/eə/	f <u>are</u> , h <u>are</u>
/ʊə/	s <u>ure</u> , p <u>oor</u>

CONSONANT SOUNDS

Consonant sounds are the sounds which are produced with obstruction of air. There are 24 consonant sounds in English according to the RP of England and production of them involves some friction. They are given below with examples.

<u>Consonants</u>	<u>Examples</u>
/p/	pen, copy, happen
/b/	back, baby, job
/t/	tea, tight, button
/d/	day, ladder, odd
/k/	key, clock, school
/g/	get, giggle, ghost
/tʃ/	church, match, nature
/dʒ/	judge, age, soldier
/f/	fat, coffee, rough, photo
/v/	view, heavy, move
/θ/	thing, author, path
/ð/	this, other, smooth
/s/	soon, cease, sister
/z/	zero, music, roses, buzz
/ʃ/	ship, sure, n <u>a</u> tional
/ʒ/	plea <u>s</u> ure, v <u>i</u> sion
/h/	hot, whole, ahead
/m/	more, hammer, sum
/n/	nice, know, funny, sun

/ŋ/	ring, anger, thanks, sung
/l/	light, valley, feel
/r/	right, wrong, sorry, arrange
/j/	yet, use, beauty, few
/w/	wet, one, when, queen

THREE TERM LABEL

Usually, consonant sounds can be described in terms of the following:

1. Place of articulation
2. Manner of articulation
3. Voice of articulation

The Place of Articulation

This refers to the articulators that are involved in the production of a particular sound. These are divided into eight types:

Bilabial: Bilabial sounds are those sounds made by the articulation of the lips against each other. Examples of such sounds in English are the following: [b], [p], and [m].

Labiodentals: Labiodentals sounds are those sounds made by the articulation of the upper teeth towards the lower lip. Examples of such sounds in English are the following: [f], [v].

Dental: Dental sounds are those sounds made by the articulation of the tip of the tongue towards the back of the teeth. The sounds [θ] [ð] are pronounced with a dental articulation.

Alveolar: Alveolar sounds are those sounds made by the articulation of the tip of the tongue towards the alveolar ridge, the ridge of cartilage behind the teeth. Examples of such sounds in English are the following: [t], [d], [s], [z], [n], [l]

Post Alveolar: Post alveolar sound is a sound which is also made with the help of blade of the tongue and just above part of the alveolar ridge. There is one post alveolar sound in English. That is [r]

Alveo-Palatal: Alveo-palatal sounds are those sounds made by the articulation of the front of the tongue towards the area between the alveolar ridge and the hard palate. Examples of such sounds in English are the following [ʃ], [tʃ], [dʒ]

Palatal: Palatal sounds are those sounds made by the articulation of the body of the tongue towards the hard palate. An example of such a sound in English is [j].

Velar: Velar sounds are those sounds made by the articulation of the body of the tongue towards the velum. Examples of such sounds in English are the following: [k], [g] [ŋ]

Glottal: Glottal sounds are those sounds made at the glottis. An example of glottal sound in English is the [h].

The Manner of Articulation

This refers to how a sound is produced and the way in which the air-stream is modified as it passes through the vocal folds/cords. These are of seven types:

Plosive: It is formed by a blockage of the vocal tract, followed by an explosive release of air. Examples of plosives in English are [p], [b], [t], [d], [k], [g].

Fricative: It is formed by slight contact between articulators, allowing turbulent airflow. Examples of fricatives in English are [θ], [ð], [f], [v], [s], [z], [ʃ], [ʒ], [h].

Affricate: It is formed by a blockage of the vocal tract, like plosive, followed by a gradual release of turbulent air, like a fricative. Examples of affricates in English are [tʃ] [dʒ]

Nasal: It is formed by the lowering of the velum, allowing air to flow through the nasal cavity. Examples of nasals in English are [m], [n], [ŋ].

Approximant (laterals and glides): It is formed by the constriction of the vocal tract, but with no blockage of the airflow. Examples of approximants in English are [l], [r], [j], [w]

Tap: It is formed by a quick contact between articulators. , for example, there is the tap [ɾ], which can be found in the middle of words such as ladder, and butter.

Trill: It is formed by the rapid vibration of the tongue tip by a current of air. For example, in varieties of British and Scots English it is also known as "rolled r" [r]

Voice of Articulation:

Voice of Articulation can be divided into two-voiced and voiceless. *Voiced:* Voiced sounds are produced when the vocal cords vibrate in the larynx. *Voiceless:* Voiceless sounds are produced without the vibration of the vocal cords.

THREE-TERM LABELS FOR OF CONSONANTS SOUNDS

<u>Consonant</u>	<u>Voice</u>	<u>Place of articulation</u>	<u>Manner of Articulation</u>	<u>Examples</u>
/p/	voiceless	bilabial	plosive	pin, spin
/b/	voiced	bilabial	plosive	<u>b</u> ig, ab <u>o</u> t
/t/	voiceless	alveolar	plosive	<u>t</u> ank, ac <u>t</u>
/d/	voiced	alveolar	plosive	<u>d</u> anger, ad <u>a</u> pt
/k/	voiceless	velar	plosive	<u>k</u> ing, spea <u>k</u> er
/g/	voiced	velar	plosive	gone, beg <u>i</u> n
/tʃ/	voiceless	alveo palatal	affricate	<u>ch</u> urch, bat <u>ch</u>
/dʒ/	voiced	alveo palatal	affricate	<u>j</u> ar, bridg <u>e</u>
/f/	voiceless	labio-dental	fricative	<u>f</u> ill, <u>f</u> arm
/v/	voiced	labio-dental	fricative	<u>v</u> ow, <u>v</u> ine
/θ/	voiceless	dental	fricative	<u>th</u> ick, eigh <u>th</u>
/ð/	voiced	dental	fricative	<u>th</u> en, weath <u>er</u>
/s/	voiceless	alveolar	fricative	<u>s</u> ize, <u>s</u> um
/z/	voiced	alveolar	fricative	<u>z</u> oo, des <u>er</u> t
/ʃ/	voiceless	palato alveolar	fricative	<u>sh</u> ee, cas <u>h</u>
/ʒ/	voiced	palato-alveolar	fricative	meas <u>ur</u> e, provis <u>io</u> n
/h/	voiceless	glottal	fricative	<u>h</u> ome, beh <u>o</u> ld
/m/	voiced	bilabial	nasal	<u>m</u> an, cal <u>m</u>

/n/	voiced	alveolar	nasal	k <u>n</u> ow, can <u>a</u> l
/ŋ/	voiced	velar	nasal	ri <u>ng</u> , Eng <u>l</u> ish
/l/	voiced	alveolar	lateral	l <u>o</u> ve, l <u>i</u> fe
/r/	voiced	post alveolar	lateral	r <u>e</u> d, gr <u>e</u> at
/j/	voiced	unrounded palatal	glide	y <u>e</u> llow. B <u>e</u> au <u>t</u> y
/w/	voiced	rounded – palatal	glide	w <u>a</u> ter, w <u>o</u> nder

EXERCISES

I. Give five examples for each of the following sounds.

Sounds	Examples
/ʊ/	_____
/ɪ/	_____
/ʌ/	_____
/ə/	_____
/ɒ/	_____
/ɜ:/	_____
/e/	_____

II. Identify and write the phonetic script of the underlined diphthongs in the following words.

Words	Sounds
B <u>i</u> te	_____
T <u>ea</u> r	_____
T <u>oy</u>	_____
A <u>ro</u> und	_____
D <u>a</u> re	_____
G <u>o</u> ld	_____

III. Give one example for each of the following sounds:

Sound	Example
/d/	_____

/p/

/f/

/j/

/ʃ/

/dʒ/

IV. Identify the sound and write the phonetic script of the underlined sound in the following words.

Word**Sound**a) chat

b) rest

c) thin

d) ship

e) leisure

f) judge

g) laugh

h) cathartic

i) brother

j) singing

k) yacht

V. Transcribe the following words

a) Fish

b) Oath

c) Zero

d) Water

e) Forget

f) Hair

g) Idea

h) Bag

i) Phonetics

j) English

k) Manual

l) Food

m) Car

n) Machine

o) Judge

p) Measure

q) Kitchen

OBSERVATION NOTES

OBSERVATION NOTES

(ICS LAB)**ICE BREAKING ACTIVITY and JAM SESSION****A. Objectives**

- To give a quick start and initiation.
- To make students to start things on a pleasant note and think differently
- To create interest among the students about a topic by exploring thoughts and ideas
- To learn the use of body language and improve verbal message
- To gain experience in extemporaneous speaking or a prepared oral presentation
- To understand the use of articles and prepositions
- To gain knowledge of word formation through usage of suffix, prefix, synonyms and antonyms.

B. Content

Introduction: Ice Breakers are an effective way of starting an interaction session or team- building event. They can be interactive and fun sessions, which run prior to the main event or day's activity. The activities can form a number of varieties including problem solving, facilitation, communication, leadership, team building, sharing and trust and decision making.

Ice breakers are particularly well suited for beginning a speech or starting a meeting. As the name implies, they -break the ice,| help participants relax, and generally set the tone for the presentation. They help to relax participants, and that makes them more receptive to listening and contributing. An ice breaker can also serve to create a -team atmosphere| and motivate participants to work with others in a cooperative manner.

Our Ice Breaker Activities are aimed at adding some energy and fun, allowing your team to think and look differently at how they can work together. Knowing when to insert an ice breaker requires sensitivity and creativity. This will provide a unique opportunity for your team to develop new skills that can be critical for success in the workplace.

In order to make ice breakers to be effective, it must employ

- Content, appropriate to the group,
- Appropriately timed,
- Should occur at the beginning, and then at appropriate times during the program.

Lucky Penny: Each person takes a penny or other coin out of his/her pocket and looks at the date. When it's his/her turn, s/he states the year that's on their coin and recalls something spectacular that happened that year.

Categories - Have members of the group arrange themselves into groups by their favorite dessert, sport, color, movie, car, etc. This is a good activity to get people up and moving and to find out common likes. You can shift from one category to another. -Now group by group on favorite vacation spot.

Stereotype Chat: Place a paper on each person's back with a characteristic on it (Valley Girl, Smart, Happy, Rich). Don't let them see what you are putting on them. Let the participants wander around and talk to each other, treating each other as they might treat someone with that characteristic. Afterward have everyone guess what characteristic they had and tell how they felt (good way to start a discussion on stereotypes or a cultural program).

True or False: Participants say three things about themselves - two true and one false. Other participants guess what the lie is. The correct guesser goes next.

Know thyself: In this activity, the participants are asked to make a sincere attempt to symbolize themselves in the form of a pictograph. For example: a flower for sensitiveness and a stone for hardness.

OBSERVATION NOTES

JUST A MINUTE (JAM)

Just-A-Minute (or JAM) is an all-round-fun event that is all about the control of the mind over the mouth. A participant is expected to make it through sixty seconds of non-stop talking without **hesitation, repetition, or deviation**.

‘Just a Minute’ or JAM is an impromptu speech test conducted with the time limit of one minute.

Elements of JAM

Effective impromptu speaking is a skill that can be honed through constant practice and deliberate, continuous training given to the brain.

Some situations which demand impromptu speech are...

- Self introduction- introducing others-greetings and taking leave
- Where your instructor would like to know what you understood
- Viva-voce in a practical examination
- Decisions in a committee
- Introducing a celebrity/a person to an elite group of people
- Status of a Project
- Stating one’s point of view/ analysis of a situation etc...

Positives and Negatives in JAM

Positives

- Snatch every opportunity to make impromptu speeches
- Visualize what you would say in every situation.
- Analyze and assimilate your ideas in the given situation.
- Organize your ideas and stick to the topic.
- Be creative and express new ideas every time.
- Follow a sequence and be brief.
- Analyze audience needs, interests...(remember you could be talking to an informed audience)
- Sustain attention by including some interesting jokes, quotations anecdotes etc...
- Give examples from your life experience...it builds your confidence.
- Practice the use of one word substitutes, idiomatic expressions and vocabulary.
- Vary pace, pitch and tone of voice for greater impact.

Negatives

- Shy away from expressing your ideas.
- Seclude yourself from any situation in which you are present.
- Try and memorize what you will say.
- Deviate or detach your life experiences from your line of thought.
- Repeat the points or show lack of coherence.
- Ramble on or give too many pauses or excessively use ‘fillers’.
- Use negative, ambiguous jargon.
- Talk at or talk down but talk to your audience.

STEPS TO FOLLOW:

1. Go back to background knowledge and gather all the necessary ideas related to the topic given to you.
2. Organize the ideas in a sequential order either thematically or chronologically.
3. Express them with clarity and cohesiveness.
4. Remember the three important rules:
 - **No deviation**
 - **No repetition**
 - **No hesitation**

EXERCISES**JAM SESSION:**

- If I were invisible
- What I did during my last vacation?
- All that glitters is not gold
- Most memorable moment
- My goal in life
- Women are good managers

Student's Worksheet:

Choose one of the topics given above and write at least ten sentences on that.

OBSERVATION NOTES

UNIT – II**(CALL LAB)****PRONUNCIATION**

(Listening Activities)

Importance of Pronunciation

In order to speak correct English, pronunciation should be used correctly. By using careful speech habits in one's speech, simple mistakes can be avoided. Learning appropriate pronunciation techniques give one the confidence to avoid common errors in speech.

The distinction between letters and sounds

A lot of conscious and systematic effort will therefore be needed to acquire good pronunciation and to make one's own speech intelligible to the other. It is necessary and essential for Indian students to be able to distinguish between sounds and letters. The English word "next" for example, has four letters- n,e,x and t- but it has five sounds such as /n/,/e/,/k/,/s/ and /t/. Similarly the word "debt" has four letters – d,e,b and t- but it has only three sounds such as /d/,/e/ and /t/. Here, the letter 'b' is silent. The following explanation will help you understand the exact distinction between sounds and letters.

We are aware that the English alphabet has 26 letters and these represent 44 distinct sounds. For eg: the consonant sound /k/ is represented by different spellings as given below.

Sound	Letters	words
/k/	k	<u>k</u> ind
	c	<u>c</u> all
	cc	<u>ac</u> cord
	ck	ba <u>ck</u>
	ch	<u>ch</u> aracter
	qu	<u>qu</u> een
	qu	con <u>qu</u> er

Similarly,

different sounds are represented by consonant letters 'ch' in different words as given below.

Letter	Sound	Words
ch	/k/	<u>ch</u> emistry
	/tʃ/	ben <u>ch</u>
	/ʃ/	ma <u>ch</u> ine

Similarly, the vowel 'a' is represented by many sounds as given below.

Letter	Sound	Words
A	/e/	<u>A</u> ge
	/ə/, /ɑ:/	ban <u>a</u> na
	/æ/	ma <u>t</u>
	/ɔ:/	cha <u>l</u> k
	/ə/	ea <u>r</u>
	/ɪ/	vill <u>a</u> ge

Further, some letters do not represent any sound. These are silent letters. Here are some examples,

Silent letter	Words
b	tomb
c	rack
d	wednesday
p	psychology
t	catch
k	know
l	talk

Another interesting feature of English language is that often we would find a letter or a group of letters representing different sounds but no indication graphically.

Letter(s)	Words	sound
gh	rou <u>gh</u> , enou <u>gh</u>	/f/,
x	ex <u>a</u> mine	/gz/
x	bo <u>x</u>	/ks/
x	<u>x</u> erox	/z/
x	lux <u>u</u> ry	/kʃ/
ph	<u>ph</u> oto	/f/

Past Tense Markers

The suffix –ed is used for making past and participle forms. These suffixes are always represented by the letter –d or the letters –ed. These suffixes are called inflexional suffixes. The inflexional

suffixes are pronounced as /-t/, /-d/ and /-id/. The different pronunciations of these suffixes are governed by the following rules.

1. Whenever the past tense marker so called -d or -ed falls immediately after voiceless sounds except -t then it is pronounced as /t/.

Ex: kickeded (t) laugheded (t) lockeded (t) pusheded (t) stoppeded (t)

Whenever the past tense marker so called -d or -ed falls immediately after voiced sounds (vowels also) except -d then it is pronounced as /d/.

Ex: beggeded (d) calleded (d) loveded (d) playeded (d) carrieded (d)

2. Whenever the past tense marker so called -d or -ed falls immediately after the sounds -t and -d then the past tense marker is pronounced as /Id/

Ex: handeded (Id) hunteded (Id) lamenteded (Id) loadeded (Id) wanteded (Id)

Plural markers

Plurals, Possessives of nouns and simple present tense third person singular forms of verbs markers.

The inflectional suffixes -s or -es are pronounced as /-s/, /-z/ and /-iz/. The different pronunciations of these suffixes are governed by the following rules.

1. Whenever the plural marker so called -s or -es falls immediately after the voiceless sounds except /s/, /ʃ/ and /tʃ/ then it is pronounced as /s/.

Ex: cats cooks cakes cups months

2. Whenever the plural marker so called -s or -es falls immediate after the voiced sounds (vowels also) except /z/, /ʒ/ and /dʒ/ then it is pronounced as /z/

Ex: bags (z) boards (z) calls (z) citys (z) comes (z)

3. Whenever the plural marker so called -s or -es falls immediately after the six siblings /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/ then it is pronounced as /-iz/

Ex: buses (iz) bushes (iz) catches (iz) edges (iz) roses (iz)

Exercises

Tick the appropriate word in the following sentences.

1. He wants to sell / sail his boat.
2. The ship is ready to sell / sail.
3. My hurt / heart aches.
4. I am hurt / heart.
5. That's what he thought / taught by the teacher.
6. That's what he thought / taught in his mind.
7. Don't you want to leave / live this room?
8. Don't you want to leave / live your life fully?
9. Their / There is a dog in the farm.
10. It is their / there domain of activity.

I. Underline the silent sounds and write the phonetic script.

- | | |
|-----------------|-------|
| 1. Wednesday | _____ |
| 2. Handkerchief | _____ |
| 3. Plumber | _____ |
| 4. Hour | _____ |
| 5. Honest | _____ |
| 6. Listen | _____ |
| 7. Island | _____ |
| 8. Pneumatic | _____ |
| 9. Psychology | _____ |
| 10. Knowledge | _____ |
| 11. Subtle | _____ |
| 12. Bouquet | _____ |
| 13. Aisle | _____ |
| 14. Womb | _____ |
| 15. Know | _____ |

II. Transcribe the following words, giving the correct past tense marker

1. Created _____
2. Granted _____
3. Locked _____
4. Pushed _____
5. Buzzed _____
6. Grabbed _____
7. Molded _____
8. Faded _____
9. Padded _____
10. Crowded _____

III. Give the word its plural and transcribe into plural markers

1. Page _____
2. Judge _____
3. Buffalo _____
4. Kilo _____
5. Baby _____
6. Monkey _____
7. Book _____
8. Kite _____
9. Class _____
10. Bench _____

(ICS LAB)**SITUATIONAL DIALOGUES / ROLE PLAY****Introduction:**

Situational dialogues /role-play is the core of the communicative approach. It is a practical dimension of enriching one's communication skills. Situational dialogues /role play refers to the changing of one's behavior to assume a role. Role play is one such method that creates a platform to improve the students' speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

What is a role-play?

Role-play is the activity where one would be given a role to play. The students can assume the role of any one- such as managers, chef, officers etc. and experience the joy of learning by getting involved in the character chosen by him. While planning the role of someone else, the student reflects on the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality. Role- play allows a student to prepare thoroughly for real life situations and paves a way to think through the language at the initial stage.

Self-correction:

Audio visual recording of the Role-plays can be done. Students are given an opportunity to listen to and watch their performance; to spot their own mistakes; learn and correct them.

Peer Evaluation:

Fellow students will be able to correct some mistakes made by their peers. Students could be asked to listen for both great bits of language they would like to use themselves and some mistakes they hear.

Conclusion:

Role-play improves speaking and listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication.

2.2 DO'S

1. Understand and analyze the situation.
2. Identify your role and then act accordingly.
3. Frame sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express.
7. Maintain a good eye contact with the other person.
8. Make use of shortened forms of words like 'shan't, don't etc., which are special for spoken form of language.
9. Understand the question and then answer.
10. Check voice modulation, stress, intonation and speed.

DON'TS

1. Be in a hurry to say something.
2. Keep yourself detached from the role given.
3. Speak unchecked
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hand excessively.
7. Avoid eye contact; roll your eyes/stare continuously.
8. Read out the written form of communication.
9. Answer urgently.
10. Be too fast / slow or shout unnecessarily.

2.2 Expressions used in different situations:

a) Self introduction and introducing others

- Good Morning! / Hello / My name is
- Good Morning! / Hi
- I have joined.....
- I have Just moved.....
- I'm from...
- I work for...
- I am the new.....

b) Greeting and Leave taking

- Hi, how are you?
- Helo! What a lovely surprise!
- Hello! It's nice meeting you again.
- Hi! It's great to see you too.
- How're you and where have you been?
- Just fine, thanks. How're things with you?
- Everything's Okay. Thanks.
- Wish I could have stayed longer, but I must run.
- Sure, see you sometime. Bye, bye!
- Good bye/ see you/ so long/till we meet again, bye!

c) Enquiring / make requests for help, to seek directions:

- Excuse me, could you help me please.
- At what time will the show start?
- Is there a medical store close by?
- Can you tell me the departure time of the bus?
- Could I ask a favor of you?
- I'm sorry to trouble you, but I need your help.
- Would you mind helping me with this, please?
- Certainly, I shall be glad to help.
- Of course, by all means
- Sure. I'd be glad to help
- Thank you / thank you very much/ thanks a lot.
- You're most welcome

d) Complaining:

- I regret to bring to your notice that some of the items that you have supplied have been slightly damaged.
- I'm sorry to say this, but your music is too loud....
- I'm sorry to trouble you, but there's a problem I'd like to speak to you about.

- It would help if you have the leaking pipe repaired.
- That's very kind of you.
- I hope you don't mind...
- I have a complaint to make.
- My new washing machine is not working.
- Your dealer has not responded to my calls.
- I'd like to have the piece replaced...
- Thank you for being so understanding and helpful...
- I'm afraid that I have to make a complaint about the computer I bought last week.

e) Offer suggestions, to advise or to persuade

- Stop using polythene bags immediately.
- Let's stop now
- Why don't we stop now?
- If I were you, I'd stop now
- I suggest that you repeat these expressions twice each.
- I think you should repeat these expressions as often as you can.
- Let's repeat these expressions for practice.
- Why don't we repeat these expressions a few more times?
- I really advise you to repeat these expressions a several times.
- You should repeat these expressions in order to perfect them.
- They ought to repeat these expressions if they wish to speak fluently.
- Why don't you try repeating these expressions?
- Could I persuade you to repeat these expressions as many times as possible?

f) Congratulate on an achievement, to express sympathy

- Congratulations!
- We are proud of you.
- You really deserve this honor,
- Very well done! Keep it up!
- I'm sorry about what happened
- You mustn't let this depress you.

- I'm sure this won't happen again.
- I've no doubt that you'll do much better next time.
- I just got the sad news. This must be terrible blow to all of you.
- It is a great loss indeed.
- You must be brave.

g) To extend invitations and also to accept and decline them.

- There's some good news
- I'm so happy to hear that.
- My son is getting engaged
- I'll be happy if you and your family could come.
- Are you free tomorrow evening?
- Why don't you join us at a get-together?
- Thank you for the invitation. We'll certainly come.
- It'll be a pleasure.
- Oh, sure I'd love to come!
- Thank you for inviting me. I wish I could have come.
- I'm afraid I will not be able to come.
- I'm sorry, but I will have to miss the engagement.
- What a pity I won't be able to come!
- Thank you so much. We look forward to seeing you.
- Thanks for saying yes. Be there on time.
- It's disappointing that you won't be there.
- We'll all miss you.
- It can't be helped. I suppose. But we'll make it up some other time.

h) Make apologies and respond to them.

- I must apologize for
- I'm terribly sorry about.....
- Please accept my sincere apologies...
- I hope you'll excuse me...
- Please forgive me...

- I'm so sorry...
- It won't happen again, I promise.
- I'm really ashamed of myself.
- It's quite all right.
- I really hope it won't happen again.
- No need to feel so bad about it. These things happen.

i) Asking people's opinions and giving opinions to others.

- I don't think it's possible
- I'd say
- I think..... / I feel / I believe.....
- In my mind / In my opinion.... / In my view... / It seems to me
- As far as I can see / As far as I am concerned.....
- I'm convinced
- What would you say about?
- What do you think of..... ?
- What is your opinion of..... ?
- What are your views on/ about.....?
- Are you in favor of ?

j) Asking and giving directions.

- How do I get to ?
- What is the best way to ?
- Where is ?
- Go straight on (until you come to.....)
- Turn back / go back
- Turn left / right (in to lone)
- Go along
- Cross across (across from the park)
- Take the first / second road to the left right.
- It's on the left /right
- Straight

- Opposite (it's opposite to the book store)
- Near, (it's near to the bank)
- Next to (next to the bus station)
- Between (between the post office & the law court)
- At the end (of)
- On / at the corner (it's on the corner of the fourth lane)
- Behind
- In front of
- Cross roads, junction.

ACTIVITY

A) Write a conversation between two friends (one invites for the party and the other denies with reasons).

OBSERVATION NOTES

UNIT – III**(CALL LAB)****SYLLABLE AND SYLLABIFICATION****SYLLABLES**

Syllables are the phonological building blocks of words. There is at least one syllable in a word. Whenever we speak a word it spontaneously breaks into syllables. A syllable consists of one vowel sound and two or more consonant sounds as one unit. To understand this, look at the words below. When you pronounce them their syllables in them become quite clear.

Example-

1. Go - one syllable
2. Ta-ble - two syllables
3. Au-di-tor - three syllables

When we describe the structure of a syllable the symbol C is used to represent consonant and V is used to represent a vowel.

Example- Book-/buk/ (It has the structure of CVC)

Types of Syllables in English

Type-1	V	I A	/aI/ /eI/
Type-2	VC	An at	/æ/ /æt/
Type-3	CV	know go	/n ə / /g ə /
Type-4	CVC	Cat but	/kæt/ /bʌt/
Type-5	CCV	Try grow	/traI/ /grə /

Type-6	CCCV	Spray spree	/spreɪ/ /spri:/
Type-7	CCCVC	Spread scream	/spred/ /skri:m/
Type-8	CCCVC	strange	/streɪndʒ/

Syllabification

The number of vowel sounds generally indicates the number of syllables in a word. Let us take a look at the different types of syllables in different words. A word can be mono syllabic disyllabic poly syllabic in nature.

Monosyllabic: If a word has only one syllable, it is called as monosyllabic.

Ex- Hut - /hʌt /
Fight - / faɪt /
Screeched - / skri:tʃt /

Disyllabic: If a word consists of two syllables, it is called as disyllable.

Ex- Tea-cher- /ti:tʃə/
Eng-lish- /ɪŋ-ɪʃ/
Mem-ber- /mem-bə/
I-tem - /aɪ-təm/

Trisyllabic : If a word consists of three syllables, it is called as trisyllable.

Ex- pu-ri-ty - /pjʊə-rɪ-ti/
Pho-ne-tics - /fə-ne-tiks/
Te-le-phone - /te-lɪ-fəʊn/

Note- To divide a word into syllables always go by the pronunciation but not by the spelling of the word.

EXERCISES**SYLLABLE STRUCTURE:**

Activity -1

Transcribe the following words, and divide them into syllables.

Word	Syllabification	No. of syllables
1. Management	_____	_____
2. Linguistics	_____	_____
3. Register	_____	_____
4. Day	_____	_____
5. Episode	_____	_____
6. Interview	_____	_____
7. Pronunciation	_____	_____
8. Raider	_____	_____

(ICS LAB)**DESCRIBING OBJECTS/ SITUATIONS/ PEOPLE****A. Objectives**

- To develop oral communication skills.
- To become fluent in thought and speech
- To enable students to describe with ease the physical attributes of a person, place or an event.
- To enable the students with good use of tenses
- To make students familiar with the use of appropriate terminology in place of long sentences
- To develop the skill of using question tags

B. Content

Describing objects is one way of communicating information. By and large, descriptions can range from general to specific, from qualitative to quantitative descriptions. To be able to describe things properly, a good observation would have to be made and that observation would have to be translated to communicable language. Communicating as a process skill can be done in different ways.

Descriptions could either be qualitative or quantitative. Both convey meanings but one is more precise than the other especially if comparison is involved.

If you are describing anything to a person who is physically in front of you, you can rely on non-verbal communication in addition verbal communication. But in a telephonic conversation or writing you have to depend on verbal communication alone. And in video conference, you have to depend on body language such as hand movements, eye contact, posture and facial expression along with the verbal part of communication.

In case of an object you need to know what the object is, what is it useful for, what its physical and technical features are and what its unique features are. While describing a person, his nativity, achievements, personality

and physical appearance are important. In the same way while describing a process, one should mention what the process is, what it is conducted for, what are the necessary equipment, steps involved and the results at every stage that are essential to take up the task. And for describing a situation, details about what happened, who were the persons involved, how it happened and what was the situation at that point of time need to be mentioned.

For describing anything studying and understanding is very important. Collect information related to the topic which you can use as supplement material. Then organize all your ideas based on a proper thematic or chronological order. While organizing your ideas, the following features should be kept in mind.

Important Features

Brevity: You should not use lengthy sentences and verbose vocabulary to describe anything. Limit your words and use one word substitutes, idioms and phrases which directly communicate a lengthy expression. Do not let your audience drown in the ocean of description. Do limit yourself to important and direct points that allow the reader or listener to imagine and understand clearly. One word substitution, simple language and direct sentences would lend brevity.

Clarity: Writer can get clarity of thought only with complete knowledge on the topic. Once he/she is clear in his/her mind, clarity in description can be achieved through direct and complete description of each stage that is well linked with the previous stages as well as the stages that follow.

Factual Correctness: Experiment project or process should be done by yourself so that you are aware of complete facts and figures of it. You ought to have thorough knowledge on the result of each stage, so that you are giving factual information at every step. Don't depend on your imagination while describing anything as this might mislead the audience. Your precision in expressing factual information will allow your audience to understand the topic better.

Describing a process

(i) **Face-to-Face:** A process is a series of actions or operations done to achieve the end result. Thus, it requires systematic, logical, and factual data along with the skill of narration. You are expected to narrate a process in technical language that facilitates your listener not only to comprehend the process of an experiment or a process but also help him repeat the same with confidence. Student must have complete knowledge about the entire process. You should organize the entire process in a systematic manner. So, be careful with this and always highlight or repeat the important steps or points. Prepare a caution list as part of process description and give it to your audience at an appropriate time, either at the beginning, at the concerned step or at the end.

You can adopt first person, second person or third person narration while writing the description of a process, but whichever you select, stick to it and practice. If you forget any important information, or want to give a specific caution you can add it as a note at the end of the complete description. Writing a process has got its own advantage and disadvantage: **Advantage:** You can write, edit and re-edit the information many times until you are satisfied with your work. You can also take expert opinion if you think it can help you in any way.

Disadvantage: You cannot demonstrate anything physically and you cannot depend on non-verbal communication aids. You have to express everything through words, yet be brief.

(ii) **Non-Verbal Communication:** If you are describing a process through video conference or in front of a listener, you can rely a lot on non-verbal communication. Arrange everything earlier so that you are not running here and there, and, thus, creating a confusing, panic-ridden atmosphere. Ensure complete and clear visibility to the audience while demonstrating any process. Maintain eye contact with the audience as this gives you a good hold on the listener. You need to concentrate on the demonstration and the audience simultaneously and this needs practice.

Describing a Situation

Describing a situation requires good understanding of the situation. For this, you should study and analyze the situation before-hand.

1. Gather information regarding the people associated with it and their relation to the incident.
2. Collect the information about the date and time of the situation.
3. Do a comprehensive survey of the facts and arrange them in order.
4. Then gather information regarding the result or the outcome of the situation.
5. Arrange all these facts in an order and present them using the same techniques which you would use to describe a process.

Describing a person

You should gather as much information as you can about a person before describing him/her. The information like nativity, identity, achievements, ideological association and personality is needed. For example, if you set out to describe Vivekananda, you cannot do it without mentioning his ideology, morality, contribution and personality. If you are describing Badal Sarkar, you cannot complete it without mentioning his contribution to theatre, the awards he won and his popularity. For describing a known person, his family and nativity are important but for an unknown person whom you have seen in a train, bus or at the mall, you have to depend on his physical appearance alone. If you can show any kind of diagrammatical representation to the audience, it's a welcome change. Otherwise, you should use to your word power to describe a person. Following an order, being clear, brief and direct would help the audience identify the person quickly and accurately.

Describing an Object

It is almost the same as describing a person.

- 1- Identify the object, its uses, its physical appearance, and its unique features.
- 2- Try to gather some information regarding its history and contemporary plans.
- 3- Demonstrate the object to your audience and clearly describe each part separately.

- 4- Though it is an object, logically connecting one aspect with another is very important for the audience to understand it effectively.

Do's

- 1- Use proper language
- 2- Understand the medium through which you are describing something.
- 3- Use the necessary sentence linkers.
- 4- Give clarity.
- 5- Arrangement of facts should be in sequence.
- 6- Take care of non-verbal communication in face-to-face, video conference or TV programme.
- 7- The focus on voice quality and clarity is a must on a telephone medium.
- 8- Be crisp and to the point.
- 9- Give accurate and updated information.

Don'ts

- 1- Use the same techniques for all media to describe something.
- 2- Use round about language.
- 3- Write complicated sentences.
- 4- Use ambiguous language.
- 5- Jumble ideas.
- 6- Show inappropriate body language.
- 7- Be in hurry to finish the matter without allowing the listener to understand it totally.
- 8- Use long and ambiguous expressions.
- 9- Indulge in imaginative, emotional and impressionistic statements.

Vocabulary

Adjectives Used to Describe a Person

Tall	Short	Curly hair	Long hair	Sharp nose	Middle-aged	Smart clothes
Fat	Thin	Short hair	Wavy hair	Blunt nose	Teenage	Tidy clothes
Fair	Dark	White hair	Broom hair	Well-built	In 40s	Casual clothes
Dull	Pale	Dark- eyed	Blue- eyed	Young	In 50s	Messy clothes
Faint	slim	Bright- eyed	Cat -eyed	Elderly	Bald	Bespectacled

Adjectives Used to Describe Physical Features of an Object

Curved	Square	Conical	angular	Cubed
Long	Straight	Rounded	Jagged	Flat
Rectangular	Circular	Small	Tiny	Oval-shaped
Big	Spherical	Irregular	Sloped	Tall

Describing an Object Example-1

Touch screen is a video display screen that receives an input from the finger touch. The screen is covered with a plastic layer. There are invisible beams of infrared light behind the screen. The user enters data by touching icons or menus on the screen. Most touch screen computers use sensors to detect touch of a finger. Touch screen is commonly used in ATMs, multinational companies etc.

Example-2

A trackball can be used as an alternative to a mouse. This device has buttons similar to those on a mouse. It has a large rotating ball on the top. The body of the track ball is not moved. The ball is rolled with fingers. The position of the cursor on the screen is controlled by rotating the ball.

An advantage of the trackball is that it takes less space to move than mouse. Trackball is often included in laptop computers. It can also be used as a separate input device along with standard desktop computers.

Describing People (in conversation)

Example:

Vanita: Hi mam! I am Vanita. I have recently joined in this college, could I know about our staff?

Kavya: Ofcourse, the first cabin is for the HOD Dr. J. Animesh. He is a tall, slim, black- eyed, Curly haired and a well natured person.

Vanita: And the next cabin?

Kavya: It's Surana Sir's. He is an elderly man, good natured and the senior most of all.

Vanita: Who is in the third cabin?

Kavya: It's Subhashini mam. She is a friendly lady with a fair complexion. Three more ladies are in that cabin MS. Lavanya a calm lady, MS. Madavi the youngest one in the department and MS. Sahithi the thin lady.

Vanita: Thank you for the information. I have a class now. I will talk to you later.

OBSERVATION NOTES

OBSERVATION NOTES

UNIT – IV
(CALL LAB)

STRESS & INTONATION

WORD STRESS

Word Accent

In phonetics, accent / stress means expending extra breath on a particular syllable in a word. it is a matter of greater prominence and greater audibility. Accent is very important to make our speech intelligible. The mark (ˈ) on the top of a syllable in a word indicates that particular syllable is stressed.

Stress shifts

Rules of Word Stress in English

There are two very simple rules about word stress.

- One word has only one stress.
- We can only stress vowels, not consonants.

Functional shift of stress

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

Noun / Adjective

Verb

ˈabsent

abˈsent

ˈobject

obˈject

ˈsubject

subˈject

ˈpermit

perˈmit

Rules of word stress

Here are a few rules of word stress. These will help you locate stress in words.

1. In disyllabic words with weak prefixes, the stress is on the root.

Examples: a'bove a'cross be'fore be'come

2. In disyllabic nouns or adjectives, the first syllable is stressed.

Examples: 'campus 'factor 'power 'duty

3. In disyllabic verbs, the second syllable is stressed.

Examples: per'form re'fuse es'cape con'test

In many disyllabic words the stress pattern shifts according to the usage of that word as a 'noun' or a 'verb'.

Examples: **Nouns** **Verbs**

'advent ad'vent

'affix af'fix

'digest di'gest

4. If a compound word is a noun, or a combination of a noun and another noun (noun+noun) or an adjective and a noun (adj + noun) the stress is on the first part.

Example: 'pinpoint 'glasshouse 'palmtop 'counterpart

5. If a compound verb is an adjective or a combination of an adjective and the past participle of a verb (adj +p.p), the last part is stressed.

Examples: clear- 'headed Out- 'bound Far- 'sighted Short- 'tempered

6. If a compound word is a verb or a combination of a preposition and a verb (prep+ verb), the last part is stressed.

Examples: over'power under'stand draw'back interre'late

7. In phrasal verbs the prepositions are stressed

Examples: turn'off break'down set'off

8. Words ending in derivational suffixes such as -ic, -ical, -ically, -ious, -ial, -ially have the stress on the syllable preceding the suffix.

Examples: po'etic pa'thetic ener'getic eco'nomical
e'lectrical am'bitious con'fidential con'fidentially

9. Words ending with -tion, -cian, -sion, and -ion, have stress on the penultimate (last but one) syllable.

Example: dramati'zation ma'gician in'version situ'ation

10. Words ending with -phy, -gy, -try, -cy, -fy, -al and -ity have accent on the third syllable from the end.

Example: ste'nography a'cidify tech'nology ac'cidental
ge'ometry responsi'bility ac'curacy pho'tography

11. Words ending with -meter have stress on the last syllable before -meter.

Examples: ther'mometer spee'dometer cen'timeter

12. Inflectional suffixes -s, -es, -d, -ed, -ing and derivational suffixes such as -age, -er, -ful, -ance, -ess, -hood, -ice, -ish, -ive, -less, -ly, -ment, -ness, -or, -ship, -ter, and -zen do not normally affect the stress pattern.

Examples: 'term 'terms 'bus 'buses
de'mand de'manded ac'cept ac'ceptance
'child 'childish

13. Compound words of two different words when pronounced individually, stress is on both words; but when put together, then meaning changes and so does the stress pattern.

Examples: green'fly a fly green in color 'greenfly aphid

'black 'bird a bird black in color 'blackbird a singing bird

Similarly, 'black 'board a board black in color 'blackboard

ACTIVITY

Syllabify and mark the stress on the following words.

Enrich Orthography Authorized Guardian Optical
 Opportunity Remedial Courteous Construct (Verb) Picnic
 Present (Noun) Cupboard Education Photography Teacher

INTONATION

A. Objectives

- To enable student to speak with correct intonation and pronunciation
- To make them identify the intention of speaker based on the intonation
- To enable the students to familiarize themselves with the use of tone.
- To avoid the common errors in pronunciation and intonation

B. Content

Introduction: In English, there are different tones that the English speakers use, and the ones you must know are described here.

In previous chapters we dealt with the word stress in English language. In this chapter, we will learn the intonation of English words and sentences. Intonation in English cannot be compared with the intonation in any other language, and you need to learn the tones and the logic behind them continuously as you are a foreign learner.

Pitch

The pitch of the voice is determined by the frequency of the vibration of the vocal cords, i.e., the numbers of times they open and close in a second. The patterns of variation of pitch of the voice (i.e., the fall or the rise) constitute the intonation of a language. If you say,

-Put it down!! with a **falling tone**, the pitch of your voice will move from a high level to a low level. It can be illustrated thus:

Put it D

O
W
N !

If you say the same sentence with a **rising tone**, the pitch of your voice will move from low to high, as shown below:

N !
W
O
D

Put it

Types of intonation: Based on the variations and purposes of interaction between people, the intonation can be divided into five types. They are:

1. Falling intonation (the glide-down)
2. Rising intonation (the glide-up)
3. Falling-Rising intonation
4. Rising-Falling intonation
5. Neutral (level) intonation

1. Falling intonation (↘)

The falling tone is sometimes referred as the glide-down. It consists of a fall in the pitch of the voice from a high level to a low level. It is marked with (↘)

The Falling Tone:

It is used when the pitch of the voice moves from a high level to a low level. It is marked as [↘].

The falling tone is generally used in:

1. Ordinary statements.

- a It was quite \good .
- b. I liked it very \ much.

2. Exclamations:

- a \splendid!
- b. How extra \ordinary!

3. Commands

- a Go and open the \ window.
- b. Take it a \way.

4. Questions beginning with words like what, how , where, and why.

- a What is the \ matter?
- b. Where are you \going?

5. Question tags (expecting agreement)

- a It was a good film, \ wasn't it?
- b. Its pleasant today, \ isn't it?

The Rising Tone:

It is used when the pitch of the voice moves from a low level to a high level .It is marked [/].

The rising tone is generally used in:

1. Polite requests

- a. Go and open the / window.
- b. Close the /door.

2. Incomplete statements.
 - a. I'll buy you a / dress (If I go there).
 - b. It's seven o' clock (and she hasn't got up as yet).
3. Yes/No Questions
 - a. Are they / coming?
 - b. Is father at / home?
4. Question Tags (Expecting disagreement).
 - a. You are a \ gardener, / aren't you?
 - b. It was a good \ film, / wasn't it?
5. Greetings, partings, apologies, encouragement, etc.
 - a. Good / bye.
 - b. I'm so / sorry.
 - c. Good / evening.

The Fall – Rise Tone:

The falling-rising tone is normally used for special implications, not verbally expressed. It consists of a fall from high to low and then a rise to the middle of the voice. This tone can be used either on one syllable or different syllables of a word or sentence. It is marked as [^V]. Let us look at the following examples.

- a. She is ^Vbeautiful. (But not very clever)
- b. The houses are ^Vnice (but perhaps the people are not).
- c. \ I / can (I am almost sure you can't)

ACTIVITY:

1. Try and say the following utterances using falling tone.
 1. Sit down
 2. What is the time?
 3. She is a doctor
 4. He dances very well, doesn't he?
 5. What a pretty girl!
2. Try and say the following utterances using rising tone.
 1. Shut the window.

2. Are you married?
 3. Good Morning.
 4. You should keep on trying.
 5. He is a good student, isn't he?
3. Try and say the following utterances using falling-rising tone
1. When are you coming?
 2. Sachin has retired.
 3. The train has left.
 4. What are you saying?
 5. Sumanth was sick

OBSERVATION NOTES

OBSERVATION NOTES

(ICS LAB)

INFORMATION TRANSFER

A. Objectives

- To understand what graphics convey
- To learn the various examples of graphics
- To know the use of visuals in seminars, conferences, etc
- To provide better leadership opportunities
- To learn how to organize a presentation to lure the audience.
- To make students familiar with the content development for oral presentations
- To gain experience in oral presentation

B. Content

Introduction (Information Transfer): Graphics that can be included to put information or data in continues writing. They facilitate in showing comparisons and trends over a period of time. Diagrams show the development of something through different stages of progress. And finally the students learn the pictorial representation of various steps involved in solving a problem.

TOOLS

Tables: A simple form of graphic representation is a table, in which data are arranged in horizontal rows and vertical columns that carry labels to identify what they represent.

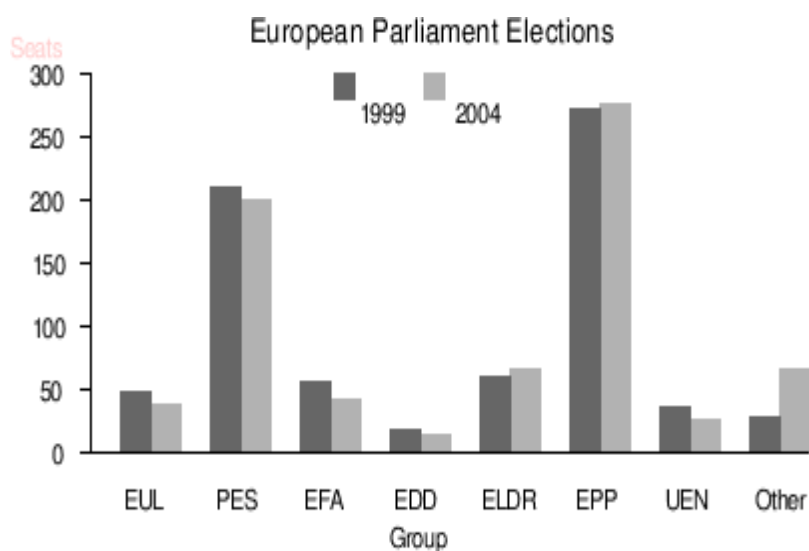
Uses of a table: A **table** is both a mode of visual communication and also a means of arranging data. The use of tables is pervasive throughout all communication, research and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs and many other places. A table consists of an ordered arrangement of **rows** and **columns**.

One such example is as follows. The table below contains information about the production of essential supplies in from 1993 to 1998.

Production in India	1993-94	1994-95	1995-96	1996-97	1997-98
Rice	57.06	48.98	59.01	60.8	62.22
Wheat	35.76	32.21	50.89	75.43	80.79
Sugarcane	25.11	24.10	28.08	29.31	30.08
Tea	15.88	20.11	25.77	30.80	48.92
Coffee	12.00	10.86	18.25	23.62	40.77

Bar charts

A bar chart or bar graph is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can also be plotted horizontally. It is very useful if you are trying to record certain information whether it is continuous or not continuous data.

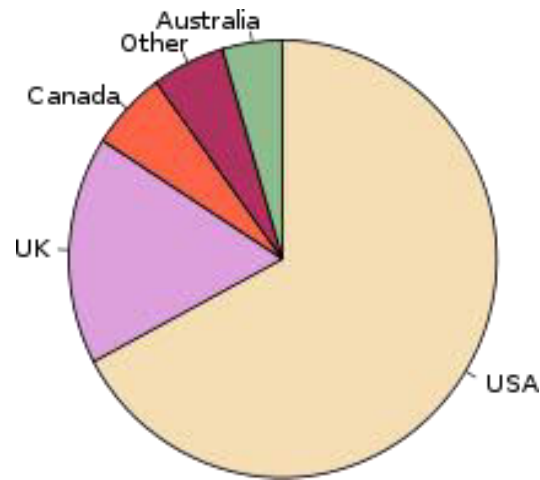


The above bar-chart lists the number of seats allocated to each party group in European elections in 1999 and 2004.

Pie-chart

A pie chart (or a circle graph) is a circular chart divided into sectors, illustrating proportion. In a pie chart, the arc length of each sector (and consequently its central angle and area), is proportional to the quantity it

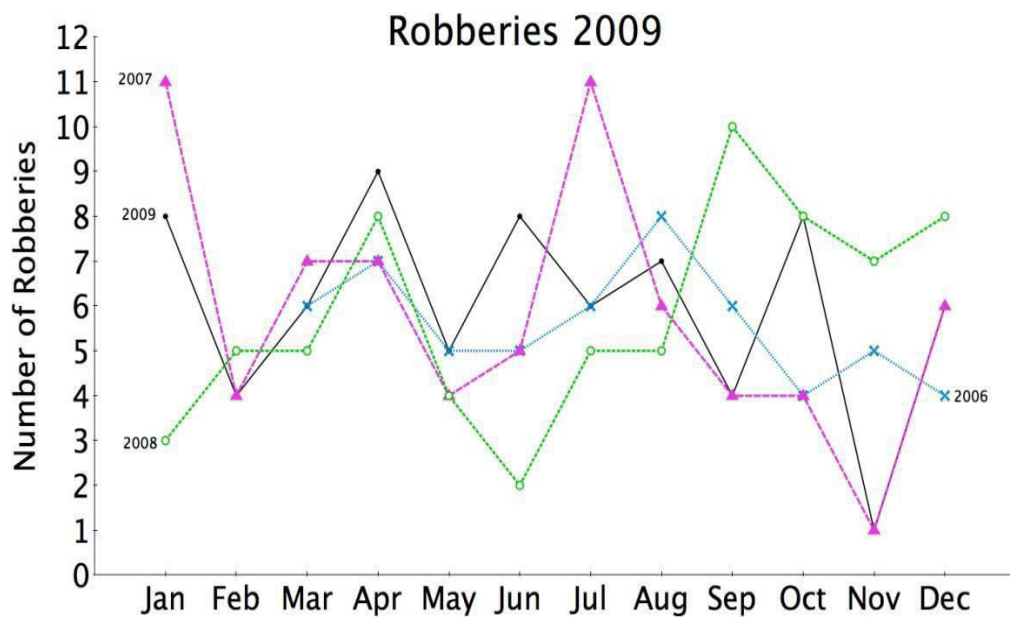
represents. Together, the sectors create a full disk. It is named for its resemblance to a pie which has been sliced.



Pie chart of populations of English native speakers

Line graphs

A line graph is a picture designed to express words. This is especially true when two or more sets of numbers are related in some way and how they vary in relation to one another.



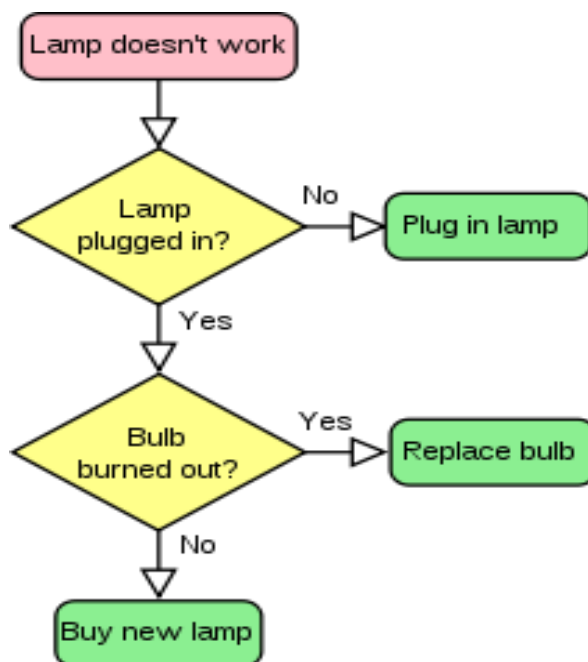
This graph shows the robberies took place in the year 2009 in Hyderabad.

Flow chart

A flowchart is a common type of diagram that represents an algorithm or process, showing the steps as boxes of various kinds, and their order by connecting these with arrows. This diagrammatic representation can give a step-by-step solution to a given problem. Data is represented in these boxes, and arrows connecting them represent flow / direction of flow of data. Flowcharts are used in analyzing, designing, documenting or managing a process or program in various fields.

Uses of flow charts

Flowcharts are helpful in understanding a complicated process. This is especially true if you have to make decisions and do different steps depending on those decisions. By looking at a flowchart you can visually follow different paths through the chart. For each step on a flowchart you can ask yourself "Is this step necessary? Can it be improved?"



A simple flowchart representing a process for dealing with a non-functioning lamp

Maps and plans

A map is a visual representation of an area—a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes. They show outlines and boundaries, names or codes of areas within them and feature such as roads, coastlines, rivers, buildings and rooms.

The map below represents the roadways and the other map represents the distance between cities.



Pictogram

A pictogram or a pictograph is an ideogram that conveys its meaning through its pictorial *resemblance* to a physical object. They strive to communicate as clearly as possible by removing details and focusing on the simplicity of the likeness between a physical object and how they are most easily recognized.

This makes pictograms incredibly *potent* at delivering clear messages as long as the receiver understands the simplified representation. Pictograms form part of our daily lives through their use in medication, transport, computers, etc. They support interactive non-verbal communication.

OBSERVATION NOTES

OBSERVATION NOTES

UNIT – V**(CALL LAB)****ERRORS IN PRONUNCIATION****Importance of Pronunciation**

In order to speak correct English, pronunciation should be used correctly. By using careful speech habits in one's speech, simple mistakes can be avoided. Learning appropriate pronunciation techniques give one the confidence to avoid common errors in speech.

Common errors in pronunciation

Introduction: Proper English pronunciation can be a big problem for some ESL learners and more difficult for some students than for others. A student's native language determines, for the most part, the **degree of difficulty** and the **types of difficulties** students will have. ESL students whose native language is not English have a much harder time than those whose native language is English, Spanish, Portuguese or French. But despite the differences between countries, there are certain mistakes that are the most common among ESL students all over the world. Here, we will see not only the problems in pronunciation, but also how to overcome them.

Don't say: acrossed | **Do say:** across

Comment: It is easy to confuse "across" with "crossed" but better to keep them separate.

Don't say: Old-timer's disease | **Do say:** Alzheimer's disease

Comment: While it is a disease of old-timers, it is named for the German neurologist, Dr. Alois Alzheimer.

Don't say: Antartic | **Do say:** Antarctic

Comment: Just think of an arc of ants (an ant arc) and that should help you keep the [c] in the pronunciation of this word.

Don't say: athelete, atheletic | **Do say:**

athlete, athletic **Comment:** Two

syllables are enough for "athlete."

Don't say: bob wire | **Do say: barbed wire**

Comment: No, this word wasn't named for anyone named "Bob;" it should be "barbed wire," although the suffix -ed, meaning "having," is fading away in the U.S.

Don't say: a blessing in the skies | **Do say: a blessing in disguise**

Comment: This phrase is no blessing if it comes from the skies. (Pronounce it correctly and help maintain the disguise.)

Don't say: cannidate | **Do say: candidate**

Comment: You aren't being clever to drop the [d] in this word. Remember, it is the same as "candy date." (This should help guys remember how to prepare for dates, too.)

Don't say: close | **Do say: clothes**

Comment: The [th] is a very soft sound likely to be overlooked. Show your linguistic sensitivity and always pronounce it.

Don't say: coronet | **Do say: cornet**

Comment: Playing a crown (coronet) will make you about as popular as wearing a trumpet (cornet) on your head; reason enough to keep these two words straight.

Don't say: diptheria | **Do say:** diphtheria

Comment: The "ph" in this word is pronounced [f], not [p].

Don't say: doggy dog world | **Do say:** dog eat dog world

Comment: The world is even worse than you think if you think it merely a "doggy-dog world." Sorry to be the bearer of such bad news.

Don't say: drownd | **Do say:** drown

Comment: You add the [d] only to the past tense and past participle.

Don't say: elec'toral | **Do say:** e'lectoral

Comment: The accent is on the second, not the third, syllable and there is no [i] in it; **not**

"electorial." (By the way, the same applies to "mayoral" and "pastoral.")

Don't say: excape | **Do say:** escape

Comment: The good news is, if you say "excape," you've mastered the prefix ex- because its meaning does fit this word. The bad news is, you don't use this prefix on "escape."

Don't say: excetera | **Do say:** et cetera

Comment: Latin for "and" (et) "the rest" (cetera) are actually two words that probably should be written separately.

Don't say: fedral | **Do say:** federal

Comment: Syncopation of an unaccented vowel is fairly common in rapid speech but in careful speech it should be avoided.

Don't say: fisical | **Do say:** fiscal

Comment: In fact, we don't seem to like any consonants together. Here is another word, like athlete and film that is often forced to swallow an unwanted vowel.

Don't say: foilage | **Do say:** foliage

Comment: Here is another case of metathesis, place-switching of sounds. Remember, the [i] comes after the [l], as in related "folio."

Don't say: forte | **Do say:** fort

Comment: The word is spelled "forte" but the [e] is pronounced only when speaking of music, as a "forte passage." The words for a strong point and a stronghold are pronounced the same: [fort].

Don't say: heighth | **Do say:** height

Comment: The analogy with "width" misleads many of us in the pronunciation of this word. 'erb herb Does, "My friend Herb grows 'erbs," sound right to you? This is a U.S. oddity generated by the melting pot (mixed dialects). Initial [h] is always pronounced outside America and should be in all dialects of English.

Don't say: hi-archy | **Do say:** hierarchy

Comment: Remember, hierarchies go higher than you might think. This one is pronounced "higher archy" and not "high archy."

Don't say: in parenthesis | **Do say:** in parentheses

Comment: No one can enclose an expression in one parenthesis; at least two parentheses are required.

Don't say: irregardless | **Do say:** regardless

Comment: "-Less" already says "without" so there is no need to repeat the same sentiment with "ir-." idn't isn't Again, the struggle of [s] before [n].

Don't say: jewlery | **Do say:** jewelry

Comment: The root of this word is "jewel" and that doesn't change for either "jeweler" or "jewelry." The British add a syllable: "jewellery"

Don't say: lambast | **Do say:** lambaste

Comment: Better to lambaste the lamb than to baste him remember, the words rhyme. "Bast" has nothing to do with it.

Don't say: libel | **Do say:** liable

Comment: You are liable for the damages if you are successfully sued for libel. But don't confuse these discrete words.

Don't say: long lived | **Do say:** long-lived

Comment: This compound is not derived from "to live longly" (you can't say that) but from "having a long life" and should be pronounced accordingly. The plural stem, live(s), is always used: "short-lived," "many-lived," "triple-lived."

Don't say: miniture | **Do say:** miniature

Comment: Here is another word frequently syncopated. Don't leave out the third syllable, [a].

Don't say: mute | **Do say:** moot

Comment: The definition of "moot" is moot (open to debate) but not the pronunciation: [mut] and not [myut].

Don't say: mis'chievous | **Do say:** mischievous

Comment: It would be mischievous of me not to point out the frequent misplacement of the accent on this word. Remember, it is accented the same as mischief. Look out for the order of the [i] and [e] in the spelling, too and don't add another [i] in the ending (**not** mischievious).

Don't say: off ten | **Do say:** often

Comment: The [t] was silent in the pronunciation of the word "often" until circa 19th century English when more people became able to write and spell. Today the [t] is widely pronounced in England, the British Isles, Australia and in some regions of the U.S. Most U.S. dictionaries show both pronunciations, frequently showing the unspoken [t] as the most preferred.

Don't say: ordinance | **Do say:** ordnance

Comment: You may have to use ordinance to enforce an ordinance but you should not pronounce the words the same.

Don't say: parlament | **Do say:** parliament

Comment: Although some dictionaries have given up on it, there should be a [y] after [l]: [pahr-lyê-mênt]

Don't say: pottable | **Do say:** potable

Comment: The adjective meaning "drinkable" rhymes with "floatable" and is not to be confused with the one that means "capable of being potted."

Don't say: perscription | **Do say:** prescription

Comment: Same as above. It is possible that we simply confuse "pre-" and "per-" since both are legitimate prefixes.

Don't say: prespire | **Do say:** perspire

Comment: "Per-" has become such a regular mispronunciation of "pre-," many people now correct themselves where they don't need to.

Don't say: pronunciation | **Do say:** pronunciation

Comment: Just as "misspelling" is among the most commonly misspelled words, "pronunciation" is among the most commonly mispronounced words. Fitting, no?

Don't say: prostrate | **Do say:** prostate

Comment: Though a pain in the prostate may leave a man prostrate, the gland contains no [r].

Don't say: Realator | **Do say:** Realtor

Comment: As you avoid the extra vowel in "masonry," remember to do the same for "realtor," the guy who sells what the mason creates.

Don't say: silicone | **Do say:** silicon

Comment: Silicon is the material they make computer chips from but implants are made of silicone.

Don't say: snuck | **Do say:** sneaked

Comment: I doubt we will get "snuck" out of the language any time soon but here is a reminder that it really isn't a word.

Don't say: suit | **Do say:** suite

Comment: If you don't wear it (a suit [sut]), then it is a suite [sweet], as in a living room suite or a suite of rooms.

Don't say: supremist | **Do say:** supremacist

Comment: This word is derived from "supremacy," not "supreme." A supremacist would be someone who considers himself supreme. You know there is no one like that.

Exercises

Identify and mark the tone in the following statements.

1. Come here. (Command)
2. Could you open the window, please?
3. How dare you to enter into my room without my permission?
4. I am going.
5. Did you remember to buy the milk?
6. Where did you buy that?
7. This is our college.
8. Did you attend the classes yesterday?
9. Switch off all the fans and lights.
10. It is a wonderful weather today. Isn't it?

Neutralization of Mother Tongue Influence

OBJECTIVE:

To enable the learners to understand and use a neutral accent that can be easily understood by people across the globe.

Ten Tips to neutralize mother tongue influence:

How do you train yourself?

By inculcating certain practices in your daily lifestyle, these will get you closer to sounding like a native English speaker and equip you with a global accent -- and you will speak not American or British English, but correct English.

This is the first step to learn any other accent, be it American or British or Australian.

Lisa Mojsin, head trainer, director and founder of the Accurate English Training Company in Los Angeles, offers these tips to help 'neutralize' your accent or rather do away with the local twang, as you speak.

i. Observe the mouth movements of those who speak English well and try to imitate them.

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

ii. Until you learn the correct intonation and rhythm of English, slow your speech down.

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you.

Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

iii. Listen to the 'music' of English.

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'.

iv. Use the dictionary.

Try and familiarize yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

v. Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you.

Record these words, listen to them and practice saying them. Listen and read at the same time.

vi. Buy books on tape.

Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

vii. Pronounce the ending of each word.

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English.

viii. Read aloud in English for 15-20 minutes every day.

Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

ix. Record your own voice and listen for pronunciation mistakes.

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

x. Be patient.

You can change the way you speak but it won't happen overnight. People often expect instant results and give up too soon. You can change the way you sound if you are willing to put some effort into it.

Quick tips

Various versions of the English language exist. Begin by identifying the category you fall into and start by improving the clarity of your speech.

(ICS)**EXTEMPORE****Aims and Objectives**

To develop a simple, balanced, and orderly speech design.

To shape and arrange your main points.

To use transitions to make your speech flow smoothly

To prepare introductions that capture attention, establish credibility, and focus your speech.

To prepare conclusions that summarize your message, provide closure, and give the audience something to remember.

EXTEMPORE- PUBLIC SPEAKING

Public speaking is the process and act of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain a listening audience. Public speaking is commonly understood as face-to-face speaking between individuals and an audience for the purpose of communication. In short, being a good public speaker can enhance your reputation, boost your self-confidence, and open up countless opportunities.

Public Speaking Tips**Twelve Steps to Great Presentations**

1. Know your audience – what do they care about?
2. The main takeaways that you want to present
3. Preparation – Research your topic
4. The Room – Do a roomcheck.
5. Audio Visual – Have a plan B.
6. Think positively.
7. Cope with your nerves
8. Eye contact – Windows to other worlds
9. Opener – How you start sets the tone for the whole talk.
10. Own the stage.
11. Keep track of time.
- 12 Summarize.

OBSERVATION NOTES