

ENGLISH LANGUAGE LAB MANUAL

**Common to
B.E. 1/4 All Branches
Academic Year 2018-2019**

Name _____
Branch _____ **Section** _____
Roll No _____

Semester I

CONTENTS

Objective of English Language Labs

i

1. Introduction to English Phonetics

1.1 Introduction to English Phonetics

1.2 Organs of Speech: the respiratory, articulatory and phonatory system

2. Sounds of English

2.1 Phonemic sounds

2.2 Introduction to International Phonetic Alphabet

2.3 Classification and description of English Phonetic sounds

2.4 Minimal pairs

2.5 The syllable

3 Word Stress

3.1 Primary stress

3.2 Secondary stress

3.2 Functional stress

3.3 Rules of word stress

4 Aspects of Connected Speech

4.1 Strong forms

Weak forms

4.2 Contracted forms

4.3 Elision

5. Rhythm and Intonation

5.1 Introduction to rhythm & intonation

5.2 Major patterns of Intonation in English with their
Semantic implications

5.3 Difficulties of Indian speakers with stress and intonation

6. Use of Dictionary and Thesaurus

6.1 Advantages of using a Dictionary and a thesaurus.

6.2 Effective use of a dictionary and a thesaurus

7. **Speaking Activities:** JAM, Picture perception

8. **Listening Activities:** Activities based on listening

9. **Power point Presentations:** General Topics

OBJECTIVE

The English Language Laboratory enriches language skills by using an interactive method of instruction that helps learners to achieve their goals of learning at their own pace and ability. Computer technology is used in teaching/learning procedures at all stages such as presentation, practice and feedback.

Emphasis is laid on intensive practice and assessing of one's speech and familiarization with the use of English in natural communication situations and contexts.

The following are some of the objectives of the language Laboratory:

- 1 To expose the students to a variety of self-instructional, learner-friendly modes of language learning.
- 2 To provide students the freedom to learn at their own pace.
- 3 To provide students the privacy to listen, learn and speak.
- 4 To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm.
- 5 To enable students to practice not only to listen and comprehend but also to speak by using the material presented in the computer.
- 6 To enable the learner to access a variety of background information like vocabulary glosses, pronunciation, grammar exercises.
- 7 To train students to use language effectively to face interviews, group discussions, public speaking.
- 8 To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer-based competitive exams
- 9 To promote collaborative learning and provide impartial feedback.
10. To achieve swift development of communicative ability through frequent exchange of ideas and discussions with the teacher and among themselves.

1 - INTRODUCTION TO ENGLISH PHONETICS

Language has a very important social purpose, because it is mainly used for linguistic communication. A language can be used in two ways for the purposes of communication. It can be spoken and written. In other words, we can communicate, using the same language, using the spoken medium or the written medium. The medium of speech is more important than the medium of writing. This is because we started speaking long before we started writing.

In order to speak correct English, good English pronunciation should be used. Learning appropriate pronunciation techniques gives one the confidence to avoid common lapses and errors in speaking.

Interestingly, there is no such thing as a 'correct pronunciation' because there is no one right way of speaking. The pronunciation of English varies from country to another and no two native speakers pronounce a word alike. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of "acceptable pronunciation" and "unacceptable pronunciation" rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people whereas unacceptable refers to a way of talking that is difficult for most people to understand.

It would be difficult for us to learn correct English pronunciation without learning the basics of phonetics. This is because the language has twenty-six letters but forty-four sounds. This means that there is no 'one to one correspondence' or one to one relationship between letters of English alphabet and sounds of English speech. This is the reason why many non-native speakers find it difficult to learn English pronunciation. The duality of English spelling and pronunciation may confuse a beginner and make English pronunciation difficult to master.

Speech is of major importance since it is the primary way in which linguistic information is communicated between people. Speech is not only important; it is natural and can be mastered by everyone. Most children are biologically pre-programmed to acquire speech as a natural human function.

Every language is a set of sounds produced with the air that we breathe out. Different sounds are produced as different parts of the mouth (e.g. tongue, lips, teeth) and the throat take different positions and as the air breath comes out through these positions.

To master English pronunciation, one should learn the important aspects of phonetics such as sound system, the structure of the words, their stress patterns and the rhythm of the sentences or phrases.

Phonetics and phonology are related, dependent fields for studying aspects of language. Phonetics is the study of sound in speech; phonology is the study (and use) of sound patterns to create meaning.

Phonetics is divided into three branches:

Articulatory phonetics: It deals with the study of how speech sounds are produced by the human vocal apparatus.

- *Acoustic phonetics:* It is the study of the sound waves made by the human vocal organs for communication.
- *Auditory phonetics:* It deals with the study of how speech sounds are perceived by the ear, auditory nerve, and brain.

Brief definitions in phonetic terms:

i) Phonetics is a branch of linguistics that comprises the study of human speech sounds.

ii) Phonology is concerned with abstract, grammatical characterization of systems of sounds.

When we speak the English language we use the tongue, the lips, the teeth in different positions and the throat and the nose in different ways to produce 44 speech sounds i.e. 20 vowels and 24 consonant sounds. These sounds are written in two ways:

- The English alphabet with 26 letters in different combinations is used to form words for accuracy in spelling.
- International Phonetic Alphabet for phonetic transcription facilitates accuracy in pronunciation. See the examples Debt- /det /, Think- /θɪnk/.

The examples given above are written in a phonetic script according to the vowel system of the

*Received Pronunciation of England, called **RP**.*

RP or Received Pronunciation is the standard form of British English pronunciation, based on educated speech in southern England, widely accepted as a standard elsewhere. The introduction of the term *Received Pronunciation* is usually credited to Daniel Jones.

RP has a system of twenty vowels (**twelve** are Pure Vowels and **eight** are Diphthongs) and **twenty four** consonants.

Unvoiced and voiced sounds: English sounds are organized into unvoiced sounds and voiced.

With unvoiced sounds, the vocal chords are not vibrated, so there is no vibration in the throat.

Some consonants are unvoiced but all vowels are voiced.

Unvoiced consonants include: /p/ /t/ /k/ /s/ /h/

Vowel: A Vowel is a voiced sound in the production of which the air escapes through the mouth freely and continuously without any audible friction. The lips are open.

Diphthong: A diphthong is a combination of two vowel sounds or a glide from one vowel sound to another, considered as a single sound .e.g. *fear*.

Consonant: A consonant is a voiced or voiceless sound which involves an obstruction of the free flow of air out of the lungs. (e.g. /p/ /b/ /m/). Also, the vocal chords are held wide apart without vibration or loosely together with vibration.

Phoneme: A phoneme is the smallest sound in a language. It is the smallest unit of speech distinguishing one word or word element from another e.g. the sound p in tap, which differentiates that word from tab and tag. In transcription, linguists conventionally place symbols for phonemes between slash marks: /p/.

Syllable: A word can be divided into syllables. Each syllable is a sound that can be said without interruption and is usually a vowel which can have consonants before and/or after it.

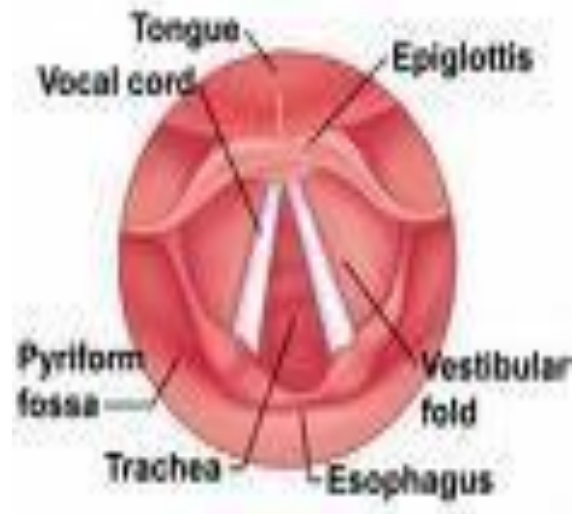
A monosyllabic word has only one syllable. e.g. her, its, why, not, both, since, health.

A disyllabic word has two syllables e.g. cannot, over, under, therefore, neither, doctor.

A polysyllabic word has three or more syllables. e.g. exciting, wonderful, fantastic, irregular, unnecessary.

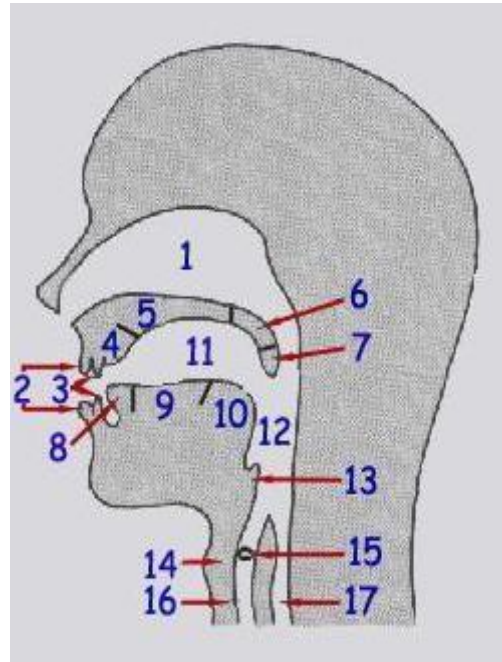
1.3 Organs of Speech

When we speak, we use half of our body parts to do so, from the diaphragm, situated below the lungs, to the mouth and nose in our faces. Speech is simply a column of air that originates in the lungs and is modified in various ways before its passes through the lips and so out of the mouth into the air. In addition, to their primary functions, these organs are also involved in the production of speech and hence they are referred to as ***organs of speech***.



The Organs of Speech

- 1-nasal cavity
- 2-lips
- 3-teeth
- 4-aveolar ridge
- 5-hard palate
- 6-velum (soft palate)
- 7-uvula
- 8-apex (tip) of tongue
- 9-blade (front) of tongue
- 10-dorsum (back) of tongue
- 11-oral cavity
- 12-pharynx
- 13-epiglottis
- 14-larynx
- 15-vocal cords
- 16-trachea
- 17-esophagus



Essentially speaking, speaking is modified breathing; it makes use of the resources involved in normal respiration, but in a controlled way. When we speak, we breathe more air than usual.

The organs of speech can be studied under three systems – The respiratory, the phonatory and the articulatory systems.

- 1) **The Respiratory system** comprises the lungs, the muscles of the chest and the windpipe (trachea).
- 2) **The Articulatory system** comprises oral cavity and nasal cavity. The chief articulators in this system are lips(upper and lower) , teeth (upper and lower), hard palate, soft palate/velum, uvula and the tongue.
- 3) **The Phonatory system** comprises the larynx which is commonly called Adam's apple. Vocal cords and glottis are situated in the larynx.

Answer the following questions

1. Give a brief definition of Phonetics.
2. What are the three branches of Phonetics? Define them briefly.
3. What is meant by the term Received Pronunciation?
4. What is meant by unvoiced and voiced sounds?
5. Give brief definitions of the following:
(a) Vowel (b) Diphthong (c) Consonant (d) Phoneme (e) Syllable
6. Define organs of speech.
7. What are the various organs of speech?
8. What are the three systems under which the organs of speech can be studied?

2. SOUNDS OF ENGLISH

English is spoken all over the world and each country has its own way of using the language. We Indians follow standard British English and recognize Received Pronunciation as our model.

In English, there are twenty-six letters but forty-four sounds. The sounds of English are divided into two main categories: the vowel sounds and the consonant sounds. There are twenty vowel sounds which are subdivided into Monophthongs or pure vowels (twelve) and diphthongs or vowel glides (eight). The consonant sounds are twenty-four in number.

2.1 Phonemic sounds

In a language or dialect, a **phoneme** (Greek: "a sound uttered") is the smallest segmental unit of sound employed to form meaningful contrasts between utterances .e.g. *kit* and *skill*.

Phones that belong to the same phoneme, such as [t] and [t^h] for English /t/, are called **allophones**. A common test to determine whether two phones are allophones or separate phonemes rely on finding minimal pairs: words that differ by only the phones in question. For example, the words *tip* and *dip* illustrate that [t] and [d] are separate phonemes.

2.2 Introduction to International Phonetic Alphabet

As the letters of English alphabet can be a poor guide to pronunciation, it is advisable to learn the phonetic symbols of English speech using the International Phonetic Alphabet (IPA) - a system of transcription which attempts to represent each sound of **human speech** using symbols.

International Phonetic Alphabet for English as per RP

There are **twenty vowels and twenty four consonants**- recognized as distinctive by the International Phonetic Association. Knowledge of these phonetic symbols enables learners to pronounce English words correctly.

All these sounds are represented by specific symbols known as phonetic symbols or phonemic symbols. The source of these symbols is the **International Phonetic Alphabet (IPA)**.

Vowel sounds

A vowel sound is unobstructed in articulation as it is produced without friction. There are twenty(20) vowel sounds in English sound system and are divided into two categories Monophthongs /pure vowels and Diphthongs, based on sound production. Monophthongs are twelve (12) while diphthongs are eight (8) in number.

Vowels are differentiated by their position of the tongue and the lips in contrast to consonants, where voice, manner and place of articulation serve as descriptive categories. While consonants are produced with the help of many organs, vowels depend only on the position of the tongue and the lips.

Monophthongs / pure vowels (12)

Short Vowels		
S.No	Phonemic Symbol	Example
1	/e/	Pen
2	/ə/	Ago
3	/ɪ/	Sit
4	/æ/	Man
5	/ʊ/	Put
6	/ɒ/	Cot
7	/ʌ/	Cup
Long vowels		
8	/i:/	Sheep
9	/ɑ:/	Farm
10	/u:/	Cool
11	/ɔ:/	Horse
12	/ɜ:/	Bird

Diphthongs / Vowel glides (8)		
S.No	Phonemic Symbol	Example
1	/eɪ/	name / day
2	/aɪ/	try / eye
3	/ɔɪ/	boy / soil
4	/aʊ/	mouth / cow
5	/əʊ/	nose / go
6	/ɪə/	ear / near
7	/eə/	hair / fair
8	/ʊə/	tour / pure

2.3 Classification and description of English phonemic sounds

Description of Monophthongs (Vowels are produced with the tongue remaining at just one position).

FRONT VOWELS

The defining characteristic of a front vowel is that the tongue is positioned as far in front as possible in the mouth without creating a constriction that would be classified as a consonant. Front vowels are sometimes also called **bright vowels** because they are perceived as sounding brighter than the back vowels. The **Front** vowels are

- /ɪ/ a centralized front, half-open, unrounded vowel
- /i:/ a front, close, unrounded vowel
- /e/ a front, unrounded vowel between half-close and half-open
- /æ/ a front, unrounded vowel just below the half-open position

CENTRAL VOWELS

The defining characteristic of a central vowel is that the tongue is positioned halfway between a front vowel and a back vowel. Central vowels are

- /ʌ/ a central, unrounded vowel between open and half open.
- /ɜ:/ a central unrounded vowel between half-close and half-open
- /ə/ a central, half-open, unrounded vowel

BACK VOWELS

The defining characteristic of a back vowel is that the tongue is positioned as far back as possible in the mouth without creating a constriction that would be classified as a consonant. Back vowels are sometimes also called **dark vowels** because they are perceived as sounding darker than the front vowels. Back vowels are:

- /ɑ:/ a back, open, unrounded vowel
- /ɒ / a back, open, rounded vowel
- /ɔ:/ a back, rounded vowel between half-open and half-close.
- /ʊ/ a centralized, back, rounded vowel
- /u: / a back, close, rounded vowel

DIPHTHONGS

A diphthong is a vowel glide i.e. the tongue moves from one vowel position to another vowel position in the same syllable. Diphthongs are eight in number. *The first five are called as closed diphthongs and the last three are called as centering diphthongs.*

Closed diphthongs

- /eɪ/ a glide from front, unrounded vowel just half-close to centralized, front, unrounded vowel just above half-close.
- /aɪ/ a glide from a front, open, unrounded vowel to a centralized, front, unrounded vowel just above half-close.
- /ɔɪ/ a glide from a back, unrounded vowel between the open and half-open positions to a front, unrounded vowel just above the half-close position.
- /aʊ/ a glide from back, open, unrounded position to a centralized, back, rounded vowel just above the half-close position.
- /əʊ/ a glide from central, unrounded vowel between half-close and half-open to a centralized, back, rounded vowel just above the half-close position.

Centering diphthongs

- /ɪə / a glide from a centralized front unrounded vowel just above half-close to a central, unrounded vowel between half-close and half -open.
- /ʊə/ a glide from a centralized, back, unrounded vowel just above half-close to a central, unrounded vowel between half-close and half-open.
- /eə/ a glide from a front, half-open unrounded vowel to a central, unrounded vowel between half-close and half -open

Consonant Sounds

In articulatory phonetics, a consonant is a sound in spoken language that is characterized by a closure or stricture of the vocal tract sufficient to cause audible turbulence i.e. a consonant sound is defined as a speech sound that is produced with the stoppage of air. They are twenty-four in number and are classified according to the nature of constriction as plosives, affricates, nasals, fricatives, semi vowels, trill/ flap and lateral. These are listed below.

Three parts description (three term label) of English consonants

Sl . No	Phonemic Symbol	Voicing	Place of Articulation	Manner of Articulation	Examples
1	/p/	Voiceless	Bi- labial	Plosive	pin , spin
2	/b/	Voiced	Bi – labial	Plosive	big, about
3	/t/	Voiceless	Alveolar	Plosive	tank, activate
4	/d/	Voiced	Alveolar	Plosive	doctor, adept
5	/k/	Voiceless	Velar	Plosive	king, speaker
6	/g/	Voiced	Velar	Plosive	gone, begin
7	/f/	Voiceless	Labio-dental	Fricative	fill , force
8	/v/	Voiced	Labio-dental	Fricative	vow, vivid
9	/θ/	Voiceless	Dental	Fricative	think, atheist
10	/ð/	Voiced	Dental	Fricative	there, weather
11	/s/	Voiceless	Alveolar	Fricative	select, same
12	/z/	Voiced	Alveolar	Fricative	zoo, busy
13	/ʃ/	Voiceless	Palato-alveolar	Fricative	sugar, cash
14	/ʒ/	Voiced	Palato- alveolar	Fricative	vision, treasure
15	/h/	Voiceless	Glottal	Fricative	hall, behind
16	/tʃ/	Voiceless	Palato-alveolar	Affricate	chain, catch
17	/dʒ/	Voiced	Palato-alveolar	Affricate	jug, judge
18	/m/	Voiced	Bilabial	Nasal	man, calm
19	/n/	Voiced	Alveolar	Nasal	nose, canal
20	/ŋ/	Voiced	velar	Nasal	king, sing
21	/j/	Voiced	Palatal	Semi-vowel	you, yesterday
22	/w/	Voiced	Bilabial	Semi-vowel	wonder, win
23	/r/	Voiced	Post- alveolar	Trill/ Flap	red, great
24	/l/	Voiced	Alveolar	Lateral	love, claim

The following consonant symbols have their usual English sound values:

/p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /l/, /r/, /f/, /v/, /s/, /z/, /h/, /w/

Description of Consonant sounds

Place of articulation:

Bilabial: The two lips are the articulators. There are four bilabial sounds.

Alveolar: The tip or the blade of the tongue is the active articulator and the teeth ridge is the passive articulator. There are six alveolar sounds.

Velar: The back of the tongue is the active articulator and the soft palate is the passive articulator. There are three velar sounds.

Labio-dental: The active articulator is the lower lip and the passive articulators are the upper front teeth. There are two labio-dental sounds.

Dental: The active articulator is the tip of the tongue and the passive articulators are the upper front teeth. There are two dental sounds.

Palato-alveolar: The tip of the tongue or the tip and blade of the tongue is/are the active articulator(s) and the teeth-ridge is the passive articulator. There are four palato-alveolar sounds

Post-alveolar: The tip of the tongue is the active articulator and the part of the roof of the mouth that lies immediately behind the teeth ridge is the passive articulator. There is only one post-alveolar sound.

Glottal: Glottal sounds are produced at the glottis and the two vocal cords are the articulators. There is only **one** glottal sound.

Palatal: The front of the tongue is the active articulator and the hard palate is the passive articulator. There is only **one** palatal sound.

Manner of Articulation

Plosives: Sounds that are produced with a stricture of complete closure and sudden release are called plosives. There are six plosives.

Fricatives: Sounds that are articulated with a stricture of close approximation i.e. there is no closure anywhere; there is only a narrow gap between the active articulator and the passive articulator and when air passes through this gap there is audible friction. There are **nine** fricatives.

Affricates: Sounds that are produced with a stricture of complete closure and slow release are called affricates. There are two affricates.

Nasals: Nasal sounds are articulated with a stricture of complete oral closure leaving the nasal passage of air open. There are **three** nasal sounds.

Semi-Vowels: Sounds that are articulated with a stricture of open approximation are called frictionless continuants (approximants) and semi-vowels. They differ from vowels as they are momentary in nature and cannot be prolonged. There are two semi-vowels.

Trill/Flap: Sound that is articulated with a stricture of intermittent closure is called trill or rolled consonant. Here the active articulator strikes against the passive articulator several times resulting in the air to escape between the two articulators. In English /r/ in the initial position of a word such as 'ran' or 'red' is a Trill or rolled consonant.

When the active articulator strikes against the passive articulator just once and then quickly flaps forward the consonant is known as tap or flap. E.g., the sound /r/ which occurs in the medial position of the word 'very' is a Flap.

Lateral: Lateral sound is articulated with a stricture of complete closure in the centre of the vocal tract but the air escapes along the sides of the tongue without any friction. There is only **one** lateral sound in English.

2.4 Minimal Pairs

Minimal pairs are pairs of words or phrases whose pronunciation differ at only one segment. This segment can be either vowel or consonant sound. E.g. *Sheep* and *ship*, *cheer* and *jeer*. Practice in listening to, and repeating minimal pairs will enable one to be accurate in differentiating different sounds. For instance, in a sentence like 'there is a sheep on a ship'. Mispronouncing the words sheep and ship can lead to a funny situation.

Minimal pairs	Phonetic symbols	Minimal pairs	Phonetic symbols
<u>sheep/ship</u>	i: / i	<u>hurt/heart</u>	ɜ: / ɑ:
<u>tin/ten</u>	i / e	<u>worse/verse</u>	w / v
<u>bet/bat</u>	e / æ	<u>worse/worth</u>	s / θ
<u>bet/bait</u>	e / eɪ	<u>ass/as/ash</u>	s / z / ʃ
<u>coat/cool</u>	əʊ / u:	<u>bat/bard</u>	æ / ɑ :
<u>air/A</u>	eə / eɪ	<u>tail/toil</u>	eɪ / ɔɪ
<u>tail/tell</u>	eɪ / e	<u>tail/tile</u>	eɪ / aɪ
<u>tile/toil</u>	aɪ / ɔɪ	<u>rot/lot</u>	r / l
<u>cat/cut</u>	æ / ʌ	<u>cat/cart</u>	æ / ɑ:
<u>cart/cut</u>	ɑ: / ʌ	<u>cut/curt</u>	ʌ / ɜ:
<u>look/loop</u>	ʊ / u:	<u>cart/caught</u>	ɑ: / ɔ:
<u>caught/cot</u>	ɔ: / ɒ	<u>caught/coat</u>	ɔ: / əʊ
<u>caught/curt</u>	ɔ: / ɜ:		

2.5 The Syllable

The unit that comes next in the hierarchy of speech sounds is the syllable. Every word in English is made up of one or more syllables. To determine the number of syllables in a word, it is better to write the phonetic transcription of the word and then mark syllable-division in this transcribed version.

A syllable consists of vowels and consonants. The nucleus or the central element of a syllable is normally a vowel sound and the marginal elements are usually consonant sounds. For example, in a syllable like cat, the vowel sound represented by the letter 'a' is the nucleus.

Here are some examples:

In the word receipt /ri:si:t/ , the syllables are /ri/ and /si:t/.

In the word answer / a:nsə / , the syllables are /a:n/ and /sə /

In the word about /əbaʊt/, the syllables are /ə/ and /baʊt/

It is noticed that in the word about the first syllable is just a vowel. This means that a single vowel sound itself can constitute a syllable.

Types of syllables

Using the symbols V and C, representing the vowel and the consonant element respectively, we can analyse the structure of different kinds of syllables. Analyzed below are the types of syllables in English.

Type 1	V	I A	/aI/ /eI/
Type – 2	VC	an at	/æn/ /æt/
Type-3	CV	no go	/nəʊ/ /gəʊ/
Type – 4	CVC	cat but	/kæt/ /bʌt/
Type -5	CCV	try grow	/traI/ /grəʊ/
Type-6	CCCV	Spray Spree	/spreI/ /spri:/
Type-7	CCCVC	Spread Scream	/spred/ /skri:m/
Type-8	CCCACC	Strange Script	/streɪndʒ/ /skrɪpt/
Type-9	CCCACC	Strands Strengths	/strænds/ /strenθs/
Type-10	CVCCCC	Tempts Texts	/tempt/ /tekst/
Type-11	CCVCCCC	Twelfth	/twelfθ/
Type -12	CCVCCCC	Drenched Grasps	/drentʃt/ /gra:sp/
Type-13	CCVCC	Breathed Branch	/bri:ðd/ /bra:nʃ/
Type-14	CVCC	Belt Self	/belt/ /self/
Type-15	VCC	And End	/ænd/ /end/

3-WORD STRESS

Syllable division and word accent

Word accent or stress plays an important role in English speech. Without proper stress, a person's speech may pose several difficulties for the listeners. To understand stress, one has to understand syllables. A syllable is a unit of pronunciation having one vowel sound and forming all or part of a word i.e. no syllable can be formed without a vowel in it.

Vowels form the **nucleus** or **central part** of the syllable. Consonants are marginal and occur at the beginning or at the end of a syllable. For e.g. in the word book (b o k) the underlined sounds are consonants while o is the nucleus. And it may be noted that vowels can stand by themselves and form a nucleus (e.g. **a** pen) whereas consonants cannot.

Primary stress

There are several polysyllabic words in which more than one syllable in each word may be prominent.

The syllable with the heaviest stress is called the **primary stress**. In other words, Primary stress is the principal or strongest degree of stress placed on a syllable in the portion of a word.

It is generally marked with a vertical bar that is placed above and before the syllable to which it refers e.g. 'problem.

Secondary stress:

Secondary stress

The degree of stress placed on a syllable in the pronunciation of a word, which is *weaker* than a primary accent, but stronger than the lack of stress, is called secondary stress.

The secondary stress is marked with a small vertical bar below and in front of the syllable to which it refers e.g. ,proble 'matic.

A few words with both primary and secondary stress are given below:

,Exam ⁱ nation	,Depo ^s ition	,Bu ^r eauc ^r acy
,Inter ⁿ ational	,Notifi ^c ation	,Cere ^m onial
,Cate ^g orical	,Interpo ^s ition	,Patri ^o tic

The stress patterns of a few words are listed below:

Two syllable words with stress on the first syllable

'Able, 'captain, 'infant, 'union, 'Ration, 'Open, 'vapour, 'baggage, sailor, 'nectar

Two syllable words with stress on the second syllable

A'bout be'cause be'tween Ca'nal de'ceive ma'tric

Three syllable words with stress on the 1st syllable

'Accident, 'absolute, 'aeroplane, 'Permanent, 'forgery, 'Vacancy 'lamine, 'detonate,

Three syllable words with Stress on the 2nd Syllable

Es'sential Foun'dation Con'trastive De'velop Ag'reement

Three syllable words with Stress on the 3rd Syllable

Ciga 'rette Engl neer Recom mend Guaran 'tee Under stand

Change in accented syllables or stress shift

There are a number of words in which the derived word takes the accent on the same syllable on which, the word from it is derived, takes the accent (i.e. in certain words, the derivatives do not experience a shift in the accented syllable). For e.g.

A'gree a'greement Be'hold be'holden An'noy an'noyance

However there are a number of derivatives in which there is a change in the accented syllables. A few examples are given below:

A'cademy, Aca demic, Acade mician Ex 'amine, Exam inee, Exam nation

Functional stress (Accent changes with word function)

There a number of words in which accent depends upon whether the words are used as nouns/adjectives or as verbs.

If these words are used as nouns or adjectives, the accent is on the first syllable and if these are used as verbs, the accent is on the second syllable. A few examples are given below:

<i>'Import</i>	<i>Im port</i>	<i>'Object</i>	<i>Ob ject</i>
<i>'Perfect</i>	<i>Per fect</i>	<i>'Permit</i>	<i>Per mit</i>
<i>'Present</i>	<i>Pre sent</i>	<i>'Conduct</i>	<i>Con duct</i>

Accent in Compound Words

A compound word is a word composed of two separable words. In spelling them, there may or may not be a hyphen between the two elements forming the compound.

In most compound words in English the primary accent falls on one of the two elements. The most common type in English is the first of the two elements receiving the primary accent. e.g.

*'Tea party 'Bookshelf 'Cardboard 'Crossword 'footprint
'Mailbag 'postman 'dining room 'hairbrush*

There are however, a few compound words with –ever and –self as the second elements in which the second element receives the primary accent. A few examples are given below:

<i>Her self</i>	<i>Them selves</i>	<i>Him self</i>	<i>My self</i>
<i>How ever</i>	<i>Wher ever</i>	<i>Whd ever</i>	<i>What ever</i>

There are other compound words in which both the elements are accented but the primary accented falls on the second element. e.g.

<i>After noon</i>	<i>country house</i>	<i>post graduate</i>
<i>Bad tempered</i>	<i>home made</i>	<i>vice chancellor</i>

In words of three elements the stress is on the second element. e.g.

Hot water bottle, waste paper basket, blue coloured pen, white collared gentry

Rules of word stress

Words with weak prefixes always take the accent on the root. E.g.

A'board a'head a'lone be'cause be'come be'low be'neath

Prefixes with negative connotations get stressed. E.g.

Dis'loyal un'kind ill'tempered in'sincere
Half finished il'logical un'couth

In the inflexional suffixes -ed, -es and -ing do not affect the accent. E.g.

Recom'mend recom'mended
Re'late-re'lated Ad'vance-ad'vancing
Com'pose-com'poses Cd'mmit-com'mitting
Suc'cess- suc'cesses

Certain derivational suffixes do not normally affect the accent.

Example, the suffixes -age, -ance, -en, -er, -ess, -ful, -hood, -ice, -ish, -ive, -ly, -ment, -ness, or, -ship, -ter, -ure and -zen

-age	'carry	'carriage	-ive	a'buse	a'busive
-ance	an'noy	an'noyance	-less	'colour	'colourless
-en	'bright	'brighten	-ly	'certain	'certainly
-er	at'tend	at'tender	-ment	a'chieve	a'achievement
-ess	'actor	'actress	-ness	bi'ter	bi'terness
-ful	'beauty	'beautiful	-or	col'lect	col'lector
-hood	'brother	'brotherhood	-ship	'scholar	'scholarship
-ice	'coward	'cowardice	-ish	'fever	'feverish
-ter	'laugh	l'augher	-zen	'city	'citizen

Words ending in -ion take the primary accent on the penultimate syllable. E.g.

Admi'ration appli'cation combi'nation prep'a'ration
Deco'ration determi'nation exami'nation 'nation

Words ending in -ic, ical, -ically, -ious, -ial, -ially take the primary accent on the syllable preceding the suffix, for example:

-ic	ter'rific, pa'thetic	-ical	bi'd logical	op'tical
-ically	'chemically sta'tistically	-ious	a'trocious	nd'torious
-ial	com'mercial me'morial	-ially	com'mercially	dra'matically

Words ending in -ity take the accent on the ante penultimate syllable or the third syllable from the end, for example:

A'bility ca'pacity elec'tricity E'normity, fu'tility d'pacity

4- ASPECTS OF CONNECTED SPEECH

Connected speech is an utterance made of several words. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech.

In chapter 3 we already learnt that in a polysyllabic word said in isolation, one syllable stands out from the rest. This prominent syllable is said to receive the stress. In a polysyllabic word if more than one syllable stands out, only one of the prominent syllables will receive the primary accent.

Stress in Connected Speech: In a connected speech some words stand out from the rest. In an utterance, several syllables are prominent; only one will receive the primary or tonic accent. This is usually the last prominent syllable. Note that the choice of the syllable receiving primary accent depends on the meaning that the speaker wants to convey.

In the following examples the words that stand out from the rest are marked with a vertical bar:

He 'came. 'Meet me at 'ten. 'Take the dog for a 'walk. 'Buy me a 'pen 'Sing a 'song.

If the sentences above are said neutrally, without any special emphasis, the words marked with a vertical bar above them will stand out from the rest.

It can be reiterated that in a polysyllabic word if more than one syllable stands out, only one of the prominent syllables will receive the primary accent. The same is the case with connected speech. If in a bit of connected speech several syllables are prominent only one will receive the primary or tonic accent. This is usually the last prominent syllable.

The syllables in a polysyllabic word which do not receive the accent when said in isolation do not have the potentiality of receiving the accent if they are a part of connected speech. Indeed connected speech has accentual patterns similar to individual words in that, in both connected speech and isolated words, some words are prominent while the others are not.

There is an important difference between connected speech and words said in isolation. A word like submit can be pronounced only as sub' mit and never as 'submit. In a word like remember only the second syllable **mem** can be prominent.

It is evident that since the meaning conveyed by an utterance largely determines the accentual patterns in connected speech, the accentual patterns in connected speech are freer than those of individual words. In spite of this certain words in connected speech are more likely to receive accent than certain other words. In normal speech, **content or lexical words** are more **likely to receive accent** than **form** or **structural** words. Content words are nouns, adjectives, adjectives, adverbs, main verbs and demonstrative and interrogative pronouns. Form words are auxiliary or helping verbs, prepositions, articles conjunctions, personal pronouns and relative pronouns. In utterance said without any special emphasis, content words receive accent and form words do not.

Strong and Weak Forms

As English is a stressed-timed language, we tend to swallow non-essential words. The form words have little semantic content of their own, but tend to have more grammatical function in forming a sentence and thus often remain unstressed in a **connected speech**. The weak form is usually used in **everyday English conversation**, especially while speaking fast. A lot of function words have both strong and weak forms. For example,

Word	Strong form	Weak form
A	/eɪ /	/ə/
Am	/æm/	/əm/
An	/æn/	/ən/
And	/ænd/	/ənd/, /ən/, /n/
Are	/ɑ:/	/ə/
As	/æz/	/əz/
At	/æt/	/ət/
Be	/bi:/	/bɪ /
Been	/bi:n/	/bɪn/
But	/bʌt/	/bət/
Can	/kæn/	/kən/
Could	/kʊd/	/kəd/
Did	/dɪd/	/dɪd/
Do	/du:/	/dʊ/
Does	/dʌz/	/dəz/
For	/fɔ:/	/fə/
From	/frʌm/	/frəm/
Had	/hæd/	/həd/, /əd/
Has	/hæz/	/həz/, /əz/
Have	/hæv/	/həv/, /əv/
He	/hi:/	/hɪ /, /ɪ /
Her	/hɜ:/	/hə/
Him	/hɪm/	/ɪm/
His	/hɪz/	/ɪz/
Me	/mi:/	/mɪ /
Must	/mʌst/	/məst/
Of	/ɒv/	/əv/, /v/
Shall	/ʃæl/	/ʃəl/
She	/ʃi:/	/ʃɪ/
Should	/ʃʊd/	/ʃəd/
Some	/sʌm/	/səm/
Than	/ðæn/	/ðən/
That	/ðæt/	/ðət/
The	/ðʌ/, /ði:/	/ðə/
Them	/ðem/	/ðəm/
There	/ðeə/	/ðə/
To	/tu:/	/tʊ/, /tə/
Us	/ʌs/	/əs/
Was	/wɒz/	/wəz/
Were	/wɜ:/	/wə/
Who	/hu:/	/hʊ/
Will	/wɪl/	/l/
Would	/wʊd/	/wəd/
You	/ ju:/	/jʊ/

Contracted Forms

A **contraction** is the shortening of a word, syllable, or word group by omission of internal letters. In traditional grammar, contraction can denote the formation of a new word from one word or a group of words, for example, by elision. In strict analysis, contractions should not be confused with abbreviations or acronyms, with which they share some semantic and phonetic functions

Pronoun+ verb	Contraction	Transcription
I am	I'm	/aɪm/
I have	I've	/aɪv/
I shall/will	I'll	/aɪl/
I would/should/had	I'd	/aɪd/
You are	You're	jɜ:/
You have	You've	/ju:v/
You will	You'll	/ju:l/
You would/should/had	You'd	/ju:d/
We are	We're	/wɪə/
We have	We've	/wi:v/
We should/would/had	We'd	/wi:d/
They are	They're	/ðeə/
They have	They've	/ðeɪv/
They will	They'll	/ðeɪl/
They should/would/had	They'd	/ðeɪd/
He is/has	He's	/hi:z/
He will	He'll	/hi:l/
He would/should/had	He'd	/hi:d/
She is / has	She's	/ʃi:z/
She will	She'll	/ʃi:l/
She would/should/had	She'd	/ʃi:d
It is / has	It's	/ɪts/
It will	It'll	/ɪtl/
It would/should/had	It'd	/ɪtəd/

Aux.verb+not	Contraction	Transcription
Are not	Aren't	/ɑ:nt/
Can not	Can't	/kɑ:nt/
Could not	Couldn't	/kʊdnt
Will not	Won't	/wəʊnt/
Would not	Wouldn't	/wʊdnt/
Does not	Doesn't	/dʌznt/
Do not	Don't	/dəʊnt/
Has not	Hasn't	/hæznt/
Have not	Haven't	/hævŋ t/
Had not	Hadn't	/hædnt/
Is not	Isn't	/ɪznt/
Was not	Wasn't	/wɒznt/
Must not	Mustn't	/mʌsnt/
Need not	Needn't	/ni:dnt/
Ought not	Oughtn't	/ɔ:tnt/
Shall not	Shan't	/ʃɑ:nt/
Should not	Shouldn't	/ʃʊdnt/
Dare not	Daren't	/deənt/

Elision

Elision is the omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce. Sometimes, sounds may be elided for euphonic effect. Elision is normally unintentional, but it may be deliberate. The result may be described as "slurred" or "muted."

An example of deliberate elision occurs in Latin poetry as a stylistic device. Under certain circumstances, such as one word ending in a vowel and the following word beginning in a vowel, the words may be elided together. Thus the word **them** which is pronounced /em/ in isolation, may be heard as / m/ in connected speech, when the word does not receive any accent. Thus, the vowel in this word gets elided.

Elision of Vowels

Initial /ə/ is often elided in rapid speech and we often hear get another as /getnʌðə/. It should be remembered, however that the loss of this vowel is compensated by the addition of a syllabic consonant.

To cite another example, the expression not alone may be heard as / | nɒtləʊn /. /ə/ is elided also in expressions like butter and jam /bʌtən dʒæm /, After a while /ɑ:ftə waɪl/, father and mother /fɑ:ðən mʌðə / and so on.

Elision of Consonants

One does come across examples of consonants being elided in colloquial speech. A few examples are given below.

- /t/ in next is elided in next day / **neks deɪ** /
- /t/ in last is elided in last time / **lɑ:s taɪm** /
- /t/ in left is elided in left turn / **lef tɜ:n** /
- /t/ in kept is elided in kept quiet / **kep kwaiət** /
- /t/ in mustn't is elided in mustn't lose / **mʌsn lu:z** /
- /t/ in hasn't is elided in hasn't she / **hæzn ʃi:** /

5 - RHYTHM AND INTONATION

The literal meaning of rhythm is 'a strong regular repeated pattern of sounds or movements' (New Oxford Advance Learners' Dictionary 7th edition , 2005) .

In order to be able to speak intelligible English and to be able to comprehend what is being spoken one needs to be aware of the various aspects of the English Rhythm. A failure to understand it, may lead to breakdown of communication.

The two most common rhythm noticed in the languages spoken around the world are:

- Syllable – Timed Rhythm and Stress - Timed Rhythm

Syllable - Timed Rhythm

In syllable-timed rhythm there is a **regular time interval** between *each syllable* ,Languages such as Hindi , are syllable - timed . That means that an equal time interval is observed between two syllables. Now, one can understand why Indians speak English in a different way? We often unknowingly make use of syllable timed rhythm while speaking English, uttering all syllables whether stressed or unstressed at equal interval of time.

Stress - Timed Rhythm

In languages with this type of rhythm, there is a **regular occurrence** of *stressed syllables*. Consequently the unstressed syllables are uttered quickly or eaten up. This regular occurrence of stressed syllables gives English its characteristic lucid rhythm.

The length of the sentences doesn't affect its rhythm, i.e. a simple sentence such as : occurrence of stressed syllables gives English its characteristic lucid rhythm .

Look at these sentences: I am going to Delhi .

and a fairly long one, such as : You are not going to that place , are you?

You are **not going** to that **place**, are you?

will take the same time when spoken with stress timed rhythm. All the bold words are the ones which are stressed , whereas the rest are uttered quickly to fill up the gap .Thus ,the time duration between 'going ' and 'Delhi/place'(sentence 1 and 2)will remain same regardless of the fact that there is **one word** in between (sentence 1) or **two words**(sentence 2).

In order to master the English rhythm it is very essential for us to know which words are stressed and which words are not stressed. One must have noticed that while listening to English songs or dialogues in English, one is able to pick up only those words which sound prominent as compared to others. As content words have their own independent meanings and can be used independently and carry the encyclopedic information contained in the sentence, these words are stressed. They generally are:

Content Words

Nouns such as paper , dictionary...

Adjectives such as loud , beautiful...

Adverbs such as hurriedly, slowly...

Demonstratives such as some , that...

Action Words/ Main Verbs such as go , sing , listen

Functional or Structural Words are those words in a sentence which are usually **not stressed** and are uttered quickly. Function words in contrast do not have independent encyclopedic meanings and can only be used in connection to content words. They usually signal grammatical relationships among content words in the sentence. These are the words which one finds difficult to follow while listening to English songs and dialogues. They generally include:

Determiners: the, a, some, a few...

Auxiliary verbs: don't, am, can, were...

Prepositions: before, next to, opposite...

Conjunctions: but, while, as...

Pronouns: they, she, us

In the examples cited above, one must have noticed that the content words have one /two or more than two syllables. If one wishes to be able to speak and comprehend good English conversations one should know which syllable in the word is to be stressed, otherwise one may be misunderstood.

While speaking in English, one has to be careful, which word in the sentence is being stressed and which syllable of that word is being stressed. Because any mistake in this area will lead to miscommunication. For instance:

Can I eat a 'sandwich,'mother ?

Can I eat a sand'wich , 'mother ?

While Sentence 1 communicates the meaning that the child is hungry and wants to eat a sandwich , in the second sentence the stress on 'wich' creates confusion (which ?). This brings one to a very important aspect - rules of word stress.

INTONATION

Although Intonation exists in every language, it is often neglected as learners are often so busy finding their words that intonation suffers. Yet intonation can be as important as word choice – it can make a huge difference. Awareness of intonation aids communication. Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence!

What is Intonation?

In order to understand what intonation is, it is required to understand a few definitions:

Voice: It is the musical note (sound) that is produced by the vibration of vocal cords.

Frequency: The rate at which vocal cords vibrate is called Frequency

Pitch: The frequency of the vibration of the vocal cords determines the pitch. The more rapidly the vocal cords vibrate, the higher will be the pitch. One can therefore think of intonation as the way one uses the pitch of the voice to express particular meanings and attitudes.

Intonation is one of the features of pronunciation and common to all languages. Other features of pronunciation include stress, rhythm, connected speech and accent. As with these other features, intonation is about how we say something rather than what we say. It is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. At its simplest, intonation could be described as 'the music of speech'. A change or variation in this music (or pitch) can affect the meaning of what we say.

Intonation has the following features:

- **Tone-units/ Tone Group:** It is dividing the utterance into groups by noting carefully structural and semantic clues. It can also depend on one's breath control and punctuation. The division of a sentence into tone groups can affect the meaning in some cases. For example

The master said the servant had been disloyal.

/ The master said / the servant had been unfaithful./

Meaning: The master said (that) the servant had been disloyal..

/ The master / said the servant had been unfaithful. /

Meaning: "The master," said the servant "had been disloyal.

- **Pitch Range:** Meaning and emphasis is created in most languages by varying the pitch and inflection of the voice. Pitch range is the degree of variation in the pitch used to render the content. A voice with a small pitch-range will sound monotone, while a voice with high pitch range values will sound very animated.
- **Tonic-syllable:** Within a tone group comprising more than one syllable, there is one syllable that stands out from amongst the rest of the syllables because it initiates a major change in the pitch direction. This important syllable is called the **tonic Syllable** or **nucleus** of the tone group. The tonic-syllable is usually a high-content word, near the end of the unit/group.

Look at these sentences :

1. Let's have bread and butter for breakfast.
2. I am going to the market'.
3. 'Neha and Ann are 'good friends.

Note that only the content or lexical words which are essential for meaning making are stressed in these sentences .These words are pronounced strongly in connected speech.

- I hate **Summer** (I may however, like Monsoon and Winter)
I **hate** Summer (I'm insisting on my emotion)
I hate Summer (although my brother is fond of it)

Different Functions of Intonation in English

There have been many attempts to explain what intonation does and how it is used in English. Let us take a look at two of its main functions:

Attitudinal

In many spoken languages around the world – but especially in British English – it is easy for the listener to understand the speaker's attitude: boredom, interest, surprise, anger, appreciation, happiness, and so on, are often evident in their intonation.

For instance, a waiter at a restaurant asks '**How's the Dosa madam?**' and you reply '**mMMMMmmmm**' with the intonation rising in the middle and falling towards the end.

The server nods with a smile. Why is it so? Because you have just expressed your appreciation for the item through the music of your voice – and without so much as a single word.

Another instance of a different type would be your intonation on receiving a surprise birthday cake at your work. **'Did you get that for me?'** you might say – your rising intonation, particularly on 'me' at the end, expressing surprise and delight.

The feeling of boredom or indifference, on the other hand, might be expressed with a flat tone. Compare the **'thank you'** uttered to the postman delivering a utility bill (flat tone) and the **'thank you!'** said when someone helps you mend a flat tyre on the side of a road (expressive, heartfelt).

We often express gratitude and other emotions as much by our use of intonation as by the use of specific words.

Grammatical: There are some intonation patterns in English, which, for the most part, correspond to the use of particular grammar structures. The most common are mentioned below.

Falling Tone (\)

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words.

1. In ordinary statements made without emotional implications. Ex. It's seven o' **clock**.
2. In questions beginning with a question word which are said in a neutral and sometimes unfriendly way. E.g. Why did you **do** it?
3. In commands. E.g. Do as I **say**.

Rising Tone (/)

Rising intonation describes how the voice rises at the end of a sentence

1. In incomplete utterances, very often as the first clause of a sentence
E.g. I have a lot of **students** (and some are quite bright)
The water's **warm** (so why don't you come in)
2. In questions which begin with a question word and which are said in a warm friendly manner. E.g. how's your **mother**?
3. In polite requests. E.g.: Would you open the **window**?

Falling- Rising (\ /)

Fall-rise intonation describes how the voice falls and then rises.

1. It is typically used for special implications, and gives the impression that the listener should understand more than the literal interpretation of the words it can cover a veiled insult, apology, unpleasant news, happiness, reassurance or doubt on the part of the speaker as to the validity of his remark. The fall- rise may take place on one syllable or it may be spread over several, in which case it is referred to as divided.
Ex: I'm going there this **evening**.
2. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:
E.g. :I don't support any football team at the **moment**. (but I may change my mind in future).

3. Fall-rise intonation is used with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

E.g.: Is this your **camera**?

Rising-Falling (/ \)

Rise-fall intonation describes how the voice rises and then falls.

1. Statements with enthusiastic agreement .E.g. : It was **horrid**.
2. Questions showing suspicion, indignation, incredulity or mockery .E.g.: What has he been **doing**?
3. Imperative expressing, petulance. E.g. Go and do your **work**; Come and face the **music**.

Strategies for Improving your Intonation

- The best way to improve one's intonation is simply to become more aware of it. By listening carefully to a conversation on Television, Radio etc, one will begin noticing how other speakers use intonation to express themselves. Look for short interview clips with the actors. Listen to how they respond to humorous questions, serious topics and uncomfortable issues. Notice how the intonation in the voice changes with the change in topic.
- Another idea is to record one's own voice. These days, even the simplest mobile phones are equipped with a voice recorder. It is always fascinating to listen to one's own voice because it sounds so different to what one expects! Try recording a dialogue with a friend. Now listen to the intonation. Does it sound natural? Does it express the attitude in the way it was hoped? If not try a new version. Recordings are an excellent way to keep a track of one's progress. They clearly show how one has improved over time.

Even if the intonation sounds robotic, it is unlikely to be causing a breakdown in communication. But to be more confident and to use it with precision and subtlety, it is certainly worth spending time noticing how others use it and listening to a recording of one's own voice.

6. USE OF DICTIONARY AND THESAURUS

A dictionary is a reference book that focuses on defining words and phrases, including multiple meanings. The most frequently used dictionary is a language dictionary that includes the majority of frequently used words in a language. In some dictionaries charts and illustrations are also used.

Language dictionaries are made for different types of users: scholars, office workers, schools, and second language learners.

They are different forms of dictionaries. They include: Paperback, hardbound and online editions.

6.1 Advantages of using a Dictionary and a Thesaurus

Dictionary

Advanced English language dictionaries characteristically include the following information:

- Hyphenation information.
- pronunciation guides
- parts of speech
- alternate spellings
- etymological information
- sample sentences
- usage notes
- and sometimes synonyms

Thesaurus

A thesaurus is a dictionary of synonyms; that is, words that have similar meanings (for example: correct, accurate, and exact).

It helps you avoid repetition in your writing and helps you find a word for an idea you have in mind. You can use it to increase your vocabulary as the typical thesaurus has synonyms for more than 100,000 words but it is important that you choose a synonym that is consistent with the style of your piece of writing.

There are two main kinds of thesauri: a *Roget-type*, which has a categorization system, and an A-to-Z thesaurus. Thesauri may also contain antonyms, word lists and other interesting features.

Advantages of using a Thesaurus

A thesaurus helps you:

- To find the words you need to express yourself more effectively and more interestingly
- To avoid repeating the same words monotonously
- To avoid clichés (overused expressions)
- To recall the word that is on the tip of your tongue
- To find the word that suits the genre (type of writing e.g.: a letter), purpose, intended audience and context of what you are writing.
- In different situations, the same idea might be most effectively expressed by a different word. A thesaurus helps you make the right choice.

6.2 Effective use of a Dictionary and a Thesaurus

Dictionary

1. Read the introductory or front matter of the dictionary. You'll understand the various features and how they're set off using typefaces (bold, italic), numbering, lettering and punctuation.

2. Pick an entry or two to review, referring back to the introduction. Find the parts of speech and related words, and look up the abbreviations used.

3.a) To find a word in a Dictionary note that words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the Dictionary. The first of these two words show you which is the first word on that page, the second shows you, which is the last word to be found on that page.

3. b) Once you have found the word you are looking for you need to understand a few common conventions to make best use of your dictionary. Here is an example entry in a dictionary:

4. Check the pronunciations of some words you know, using the pronunciation key to become familiar with the conventions used in your dictionary. Then look up a word that you do not know how to pronounce and see whether you can figure it out

5. Find several etymologies (word histories) and use the list of abbreviations to decipher them.

6. Consult your dictionary about finding words if you don't know the spelling.

The best way to learn how to spell a word is to find it in the Dictionary. To find words in the Dictionary it is important to know the alphabet and alphabetical order well. If the first letters of two words are the same, look at the next letters to decide the correct order.

Example: *dare, dart, darn* - *in the case of these three words, 'dare' comes first, 'darn' second, and 'dart' last. The first three letters 'd', 'a', and 'r' are the same in all three words so the correct alphabetical order is based on the fourth letter.*

7. Note special features such as quotations or examples of use. These are intended to help you find the exact meaning you're seeking.

8. Look up abbreviated labels of words in the table for them. They can indicate that a word is used in a certain region, for a specific subject, or that it has a special usage ' slang, informal, nonstandard, archaic, obsolete, vulgar and so on.

9. Use the dictionary to search for synonyms of words. It will enable you to find plenty of related words by doing multiple lookups using the words in definitions.

THESAURUS

- Get to know the features of your thesaurus.
- Become familiar with the categorization scheme in the Roget-type thesaurus and in an A-to-Z thesaurus.

How to use a Roget-type Thesaurus

- Look up a word in a Roget-type thesaurus in the index. The index will likely have the meanings listed under each word. Don't limit your search to one category; also look at the categories just before and after the one you first look up.
- Examine the offerings in all parts of speech in the category of interest. You might find something you can use by broadening your search.
- Choose synonyms carefully. You will soon recognize that few words are exactly interchangeable. Use the thesaurus in conjunction with a good dictionary whenever selecting a word or phrase unfamiliar to you.

How to use an A-Z Thesaurus

The A-Z presentation of the modern thesaurus makes it simple to use. Look up the word you need a synonym for as if you were looking it up in a dictionary. Following the word you've looked up (the headword) you'll find a range of synonyms to choose from. You'll find these synonyms are arranged alphabetically. Make a note of the following points:

- The distinction drawn between the possible different meanings of your headword. For example: book could mean "publication" or "make a reservation". These different meanings will be numbered and the synonyms for each meaning will follow. Choose the meaning that suits you, and then choose from the relevant synonyms listed.
- An abbreviation shows what part of speech the word is. In the example of book (above), book can be a noun (a publication) or a verb (to make a reservation). You'll need to choose a synonym that is the appropriate part of speech for your writing.
- The country where the synonym might be used. For example: bonny (listed as a synonym for "good") is used mostly in Scotland, so it's probably not right for you.
- An arrow might be used to direct you to related lists of synonyms elsewhere in the thesaurus.

7- SPEAKING ACTIVITIES

7.1 JAM

A learner is asked to talk for sixty seconds on a given subject, "without hesitation, repetition or deviation." Attention is paid to the accent, grammar and sentence construction prefer simple sentences to long, complex sentences. Choose to speak with clarity, using simple language.

The following are the basic rules. The student must speak without hesitation repetition or deviation.

- Hesitation, pause in speaking, or tripping over one's words.
- Repetition of any word or phrase. Skillful speakers use synonyms to avoid repeating themselves.
- Deviation or deviating from the given subject

In addition to the above guidelines it will be useful to note that such a brief speaking activity is an example of impromptu speaking or speaking Extempore.

The following points can be kept in mind with respect to or speaking extempore:

- Extempore is a performance which is carried out without preparation of any kind.

Speaking without any preparation of any kind in front of an audience can give rise to anxiety.

The tips below to help one to give an extempore speech without any hurdles-

- Focus on one point or main areas. Understand that it will not be possible to cover all the points in a speech, therefore concentrate on a single point and take it forward.
- Do not memorize –this might make the speaker stiff and less conversational. Memorizing might also result in forgetting a point and getting stuck in a particular place, which can be avoided by impromptu speaking.
- Focus on opening and closing statements. Making an impact which can keep them glued to your speech with your opening statement and remembering your speech by the closing statement is important.
- The ability to give an Impromptu speech is developed by constant practice. Confidence too helps one develop this method of communication to a large audience.

7.2 PICTURE PERCEPTION

Picture perception involves observing a picture, writing a story on it and then presenting it to the group members. The assumptions or interpretations may vary person to person.

Guidelines to Picture perception

- Look at the picture for 30 seconds
- 1 min to jot down few keywords and other details
- Take about 4 minutes to write the story relevant to the picture
- Avoid complicating the storyline
- Keep to the time limit

Picture perception is useful to learn since it is a psychological tool/test to check the thought process of a candidate. The handwriting, sentence structure, style, vocabulary and the storyline reflects or reveals the candidate's attitude and perception of life. One can improve one's ability to excel at picture perception by developing a healthy and creative mind with decent proficiency in English.

8. LISTENING ACTIVITIES

Activities based on listening

Listening is an important communicative process and is crucial to effective communication. It is a process of receiving and interpreting messages. It involves four factors - sensing, message decoding, evaluating and responding. However, there is a clear distinction between hearing and listening. While the former is involuntary and happens automatically, the latter is a voluntary and active process which requires conscious effort.

Listening is important in both academic and professional interactions hence, mastering the art of effective listening is vital because the importance of listening extends far beyond academic and professional settings. It establishes relationship with friends, family, and significant others, fosters good self-esteem and maximizes productivity.

Listening is a complex process and as a result it is essential to take care of the barriers that may hinder effective listening. There can be various kinds of barriers to listening such as, physical barriers (noise, distance etc.), mechanical barriers (typographical errors, breakdown of microphone etc.), psychological barriers (anxiety, emotional disturbance etc), linguistic barriers (ambiguity, jargon etc.) and cultural barriers (different social norms, different values etc.). Hence, learners need to be aware of the barriers to listening to enable them to adopt effective strategies to avoid them. Here are some strategies that one may follow to ensure high degree of understanding and remembrance:

- 1 Stop talking
- 2 Remove distractions
- 3 Control emotions
- 4 Don't interrupt the speaker
- 5 Don't complete the speaker's sentences
- 6 Be mentally engaged with the speaker
- 7 Put the speaker at ease
- 8 Identify the fundamental points Be patient
- 9 Do not pre-judge
- 10 Empathize with the speaker
- 11 Take notes
12. Evaluate

Listening Exercise

- Listen to a speech/documentary
- Jot down the main points
- Write the main points in a brief paragraph
- and present it to your classmates

9- POWER POINT PRESENTATIONS

Objective

- ❖ learn to speak concisely, clearly and confidently
- ❖ learn to be more sensitive and skilled communicator
- ❖ learn to consider what listeners want, need, like, care about
- ❖ learn the power of speech-words have emotional content
- ❖ learn to focus topic, how to structure, learn to listen, critically evaluate, discriminate type of message
- ❖ learn to be active in learning
- ❖ learn the ability to persuade others - change things for better

A Power Point Presentation is a purposeful communication i.e. it is the process of presenting a topic to an audience with a specific purpose.

Making effective presentations

PowerPoint presentations are a great way to support a speech, visualize complicated concepts or focus attention on a subject. However, a bad presentation can achieve the opposite. Badly designed slides with too much text or bad graphics can distract or worse, irritate the audience.

Making an effective PowerPoint presentation involves Planning, Preparing, Organizing, Practicing and Presenting

Guidelines to a professional presentations:

Design: The first thing that gives a professional touch to any presentation is the design.

Compose Slides

- Don't copy & paste slides from different sources.
- Keep the design very basic and simple. It shall not distract.
- Pick an easy to read font face.
- Carefully select font sizes for headers and text.
- Leave room for highlights, such as images or take home messages.
- Decorate scarcely but well.
- Don't ever let the design restrict your messages.

Use Consistency

- Consistently use the same font face and sizes on all slides.

Match colours

- You may use your company logo, highlight headers, create a special frame for figures/images or the whole slide but don't overload your slides with these elements.
- **Colours:** A poor choice of colors can shatter a presentation.
- Use Contrast-Black text on a white background will always be the best but also the most boring choice.
- Carefully use color to highlight your message!
- Don't weaken the colour effect by using too many colors at an instance.
- Make a brilliant choice: match colours for design and good contrast to highlight your message.

Text

Keep It Straight and Simple.

- Use Keywords only.
- No sentences!
- Never read your slides, talk freely.
- Remember the slides are only there to support, not to replace the talk!

Take Home Message

Always express a Take Home Message.

It's your message, a summary of your data or story.

Make it a highlight that stands out.

Images

Images are key elements of every presentation. A good visual cue will help the audience to understand the message much better.

- Have more images in your slides than text.
- But do not use images to decorate!
- Images can reinforce or complement your message.
- Use images to visualize and explain.
- A picture can say more than a thousand words.

Animations & Media

A good animation can not only improve understanding, but can also make the message stick with your audience.

Use animations and media sparingly

Use animations to draw attention

Use animations to clarify a model or emphasize an effect.

Target & Content

The target audience defines the content of the presentation.

Keep the Audience In Mind

To hold the attention of the audience ask yourself the following questions:

What do they know?

What do you need to tell them?

What do they expect?

What will be interesting to them?

What can you teach them?

What will keep them focused?

PLANNING: Plan well keeping in mind the time and length of the PPT i.e. number of slides to be used

PREPARING: Gather the relevant material from primary and secondary sources

ORGANIZING : Organize the material into three parts: Introduction, Body and Conclusion

PRACTICING: Rehearse the presentation to be clear and confident about the content

PRESENTING: Pay attention to appearance, body language and maintain eye contact with the audience

USING POINTERS

Remember to focus pointers that have arrows! Focused arrows are easier and less annoying to follow than a bouncing light blob on the screen.

Point to things you want the audience to notice at the beginning of your slide exposure.

HANDOUTS

Avoid distributing handouts before or during your talk unless you use them directly in the presentation. If you want the audience to walk away with a body of information, hand it out at the end.

If your talk will be very technical with many word visuals and graphs, prepare handouts for the audience with your overheads or slides reproduced in miniature. The audience can listen to what you are saying and write notes on the handouts, instead of frantically trying to copy everything.

NOTES

Transcribe the following words and mark the stress

1. Thick
2. Enjoy.....
3. Most.....
4. Polite
5. Few
6. China
7. Firm.....
8. Arrange.....
9. Zone.....
10. Hourly.....
11. Large.....
12. Match.....
13. Earth.....
14. Green.....
15. Thorn.....
16. Singer.....
17. Other.....
18. Ankle.....
19. Thirty.....
20. Yes.....
21. Load.....
22. Each
23. Movie.....
24. Destroy.....
25. Day.....