



ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY MANUAL: (22EN202HS)

Regulations: R22

B. Tech. I Year

The English Language and Communication Skills (ELCS) Lab focuses on the production and

□.practice of sounds of language and familiarizes the students with the use of English in everyday

situations both in formal and informal contexts.

Course Objectives:

To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning

To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm

To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking

□ To improve the fluency of students in spoken English and neutralize the impact of dialects.

□ To train students to use language appropriately for public speaking, group discussions and interviews

Course Outcomes: Students will be able to:

□ Understand the nuances of English language through audio- visual experience and group activities

- ☐ Neutralise their accent for intelligibility
- ☐ Speak with clarity and confidence which in turn enhances their employability *skills*.

PROGRAM OUTCOMES (POs)

PO1: Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2: Problem Analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3: Design/development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4: Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9: Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write

effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11: Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

**Subject & Code: ENGLISH LANGUAGE AND COMMUNICATION SKILLS
(ELCS) LAB& 22EN202HS**

Regulations: R22 Course Outcomes (COs): At the end of the course, the students will be able to:

Course Outcome	Explanation
CO1	Take part in computer – assisted multi – media language learning activities to learn individually and independently.
CO2	Identify nuances of English language through audio- visual experience and group activities.
CO3	Demonstrate consistent accent and intelligibility in pronunciation of English through practice which in turn enhances their employability skills
CO4	Improve the fluency of students in spoken English and neutralize their mother tongue influence.
CO5	Relate the use of English language appropriately for public speaking and interviews.

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
CO1	-	-	-	-	3	-	-	2	3	3	-	2
CO2	-	-	-	-	3	-	-	3	3	3	-	2

CO3	-	-	-	-	3	-	-	-	3	3	-	3
CO4	-	-	-	-	3	-	-	-	3	3	-	2
CO5	-	-	-	-	3	-	-	3	3	3	-	3
Average	-	-	-	-	3.0	-	-	2.6	3.0	3.0	-	2.4

1. Slight (low) 2.Moderate (Medium) 3. Substantial (High)

Syllabus: English Language and Communication Skills Lab (ELCS) shall have 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 and Communication Skills Lab.

Exercise – I

CALL Lab:

Understand: Listening Skill- Its importance – Purpose- Process- Types- Barriers- Effective

Listening. Practice: Introduction to Phonetics – Speech Sounds – Vowels and Consonants – Minimal Pairs- Consonant Clusters- Past Tense Marker and Plural Marker- Testing Exercises

ICS Lab:

Understand: Spoken vs. Written language- Formal and Informal English.

Practice: Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave –

Introducing Oneself and Others.

Exercise – II

CALL Lab:

Understand: Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Stress pattern in sentences – Intonation.

Practice: Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms-
Stress pattern in
sentences – Intonation - Testing Exercises

ICS Lab:

Understand: Features of Good Conversation – Strategies for Effective Communication.

Practice: Situational Dialogues – Role Play- Expressions in Various Situations –Making
Requests and Seeking Permissions - Telephone Etiquette.

Exercise - III

CALL Lab:

Understand: Errors in Pronunciation-Neutralising Mother Tongue Interference (MTI).

Practice: Common Indian Variants in Pronunciation – Differences between British and
American

Pronunciation -Testing Exercises

ICS Lab:

Understand: Descriptions- Narrations- Giving Directions and Guidelines – Blog Writing

Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions
– Thanking and

Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making
Suggestions.

Exercise – IV

CALL Lab:

Understand: Listening for General Details.

Practice: Listening Comprehension Tests - Testing Exercises

ICS Lab:

Understand: Public Speaking – Exposure to Structured Talks - Non-verbal
Communication- Presentation Skills.

Practice: Making a Short Speech – Extempore- Making a Presentation.

Exercise – V

CALL Lab:

Understand: Listening for Specific Details.

Practice: Listening Comprehension Tests -Testing Exercises

ICS Lab:

Understand: Group Discussion

Practice: Group Discussion.

UNIT I

CALL Lab

Understand: Listening Skill- Its importance – Purpose- Process- Types- Barriers- EffectiveListening.

Practice: Introduction to Phonetics – Speech Sounds – Vowels and Consonants– Minimal Pairs- Consonant Clusters- Past Tense Marker and Plural Marker- Testing Exercises

Importance of Listening

- **Fundamental to Effective Communication:** Active listening ensures that messages are received and understood correctly, reducing misunderstandings and promoting clear dialogue.
- **Enhances Learning and Understanding:** By fully focusing on the speaker, listeners can absorb more information and grasp complex ideas more easily.
- **Builds Empathy and Relationships:** Listening with attention and care fosters emotional connection, demonstrating respect and validating the speaker's perspective.

Purpose of Listening

- **To Comprehend and Interpret Messages Accurately:** Listening allows individuals to fully understand the speaker's message, including tone, intent, and meaning.
- **For Information Gathering:** It serves as a key method for collecting facts, ideas, and viewpoints from others.
- **To Evaluate and Respond Thoughtfully:** Effective listening supports critical thinking and enables informed, respectful responses.

Listening Process

1. Receiving

Definition: The initial stage where the listener hears and focuses on the speaker's message.

Example: In a classroom, a student pays attention to the teacher's lecture without getting distracted by background noise.

2. Understanding

Definition: Interpreting the message and grasping its meaning based on context, language, and tone.

Example: When someone says, "I'm fine," with a sigh, a listener understands that the person may actually be upset.

3. Evaluating

Definition: Analyzing the message to determine its credibility, logic, and relevance.

Example: During a debate, a listener assesses whether the speaker's argument is backed by evidence or emotional appeals.

4. Responding

Definition: Offering verbal or nonverbal feedback to show engagement or provide an answer.

Example: Nodding, asking clarifying questions, or summarizing what was heard to confirm understanding.

5. Remembering

Definition: Retaining the information for future use, which is essential for learning and follow-up.

Example: A manager recalls key points from an employee's feedback in a later meeting to address their concerns.

Types of Listening

1. Discriminative Listening

Definition: The most basic form of listening, where the listener distinguishes between different sounds, tones, and cues.

Example: A baby recognizing their mother's voice from a crowd, or a person noticing sarcasm in someone's tone.

2. **Comprehensive Listening**

Definition: Involves understanding the message being communicated. It requires a good grasp of language and context.

Example: A student listening to a lecture and taking notes to understand a new concept in science.

3. **Critical Listening**

Definition: Listening to evaluate and analyze the message for logic, validity, and worth.

Example: A juror in court listening to arguments and evidence to decide if a defendant is guilty or innocent.

4. **Appreciative Listening**

Definition: Listening for enjoyment and pleasure without needing to analyze or respond critically.

Example: Enjoying a favorite music playlist, a podcast, or a stand-up comedy show.

5. **Empathetic Listening**

Definition: Listening to understand the speaker's emotions and feelings, offering support and care.

Example: A friend attentively listening to someone share a personal struggle, offering comfort without judgment or advice.

Barriers to Listening

1. **Physical Barriers**

Definition: External factors that hinder the ability to hear or concentrate on the message.

Examples:

- Loud construction noise outside a meeting room making it hard to follow the speaker.

- A person with hearing impairment missing parts of a conversation due to lack of assistive devices.

2. **Psychological Barriers**

Definition: Internal mental or emotional states that affect how a person receives or interprets messages.

Examples:

- A listener distracted by personal stress or anxiety during a conversation.
- Prejudices or biases leading someone to dismiss the speaker's message without fully listening.

3. **Language Barriers**

Definition: Difficulties arising from differences in language, vocabulary, or communication styles.

Examples:

- A speaker using technical jargon unfamiliar to the audience.
- Accents or dialects making it challenging for listeners to understand the speaker clearly.

Effective Listening

1. **Active Involvement**

Definition: Fully concentrating, understanding, responding, and remembering what is being said.

Example: In a team meeting, an employee leans forward, maintains eye contact, and asks relevant questions to stay engaged with the discussion.

2. **Providing Feedback**

Definition: Giving verbal or non-verbal responses that show you're listening and processing the message.

Example: Nodding, saying “I see” or “That makes sense,” or paraphrasing what the speaker said to confirm understanding.

3. **Avoiding Distractions**

Definition: Minimizing internal and external distractions to focus completely on the speaker.

Example: Turning off notifications and putting away your phone during a conversation to avoid losing focus.

Practice: **Phonetics** is the branch of linguistics that studies the sounds of human speech. It examines how speech sounds are produced, transmitted, and perceived.

Branches of Phonetics

1. Articulatory Phonetics

- *Focus:* How speech sounds are produced by the movement of the articulatory organs (like the tongue, lips, and vocal cords).
- *Example:* The sound /p/ is a **voiceless bilabial plosive**, produced by bringing both lips together and then releasing them with a burst of air.

2. Acoustic Phonetics

- *Focus:* The physical properties of speech sounds as they travel through the air (sound waves, frequency, amplitude).
- *Example:* A spectrogram shows the visual representation of the sound /s/ as having high frequency noise.

3. Auditory Phonetics

- *Focus:* How the human ear perceives and processes speech sounds.
- *Example:* Understanding how listeners distinguish between similar sounds like /b/ and /v/ in “bat” vs “vat”.

Types of Speech Sounds

Consonants: Complete Notes

Definition

A **consonant** is a speech sound that is produced by partially or completely obstructing the airflow through the vocal tract. Unlike vowels, consonants are articulated with a closure or narrowing in the vocal tract.

Key Features Used to Classify Consonants

Consonants are classified based on **three main criteria**:

1. Place of Articulation

- *Where* in the vocal tract the airflow is obstructed.

2. Manner of Articulation

- *How* the airflow is modified.

3. Voicing

- Whether the **vocal cords vibrate** during the articulation.

1. Place of Articulation

Place	Description	Example Sounds
Bilabial	Both lips touch	/p/, /b/, /m/
Labiodental	Bottom lip touches upper teeth	/f/, /v/
Dental	Tongue touches teeth	/θ/ (think), /ð/ (this)
Alveolar	Tongue touches the alveolar ridge	/t/, /d/, /n/, /s/, /z/, /l/
Post-alveolar	Tongue just behind alveolar ridge	/ʃ/ (she), /ʒ/ (measure)
Palatal	Tongue near hard palate	/j/ (yes)
Velar	Back of tongue touches soft palate	/k/, /g/, /ŋ/ (sing)
Glottal	Produced at the glottis	/h/, [ʔ] (glottal stop, like in "uh-oh")

2. Manner of Articulation

Manner	Description	Example Sounds
Plosive (Stop)	Complete blockage of airflow followed by release	/p/, /b/, /t/, /d/, /k/, /g/
Nasal	Air flows through the nose	/m/, /n/, /ŋ/
Fricative	Narrow opening causes friction	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/

Manner	Description	Example Sounds
Affricate	Stop followed by a fricative	/tʃ/ (ch in "church"), /dʒ/ (j in "judge")
Approximant	Slight constriction, no friction	/w/, /r/, /j/
Lateral Approximant	Air flows around the sides of the tongue	/l/

3. Voicing

- **Voiced:** Vocal cords vibrate (e.g., /b/, /d/, /g/, /v/, /z/)
- **Voiceless:** Vocal cords do not vibrate (e.g., /p/, /t/, /k/, /f/, /s/)

Examples of Voiced vs Voiceless Pairs:

Voiceless Voiced

/p/ (pat) /b/ (bat)

/t/ (top) /d/ (dog)

/k/ (cat) /g/ (go)

/f/ (fan) /v/ (van)

/s/ (sip) /z/ (zip)

Examples of Consonants in Words

- /m/ – *man* (bilabial nasal)
- /tʃ/ – *church* (postalveolar affricate)
- /θ/ – *think* (dental fricative)
- /ŋ/ – *sing* (velar nasal)
- /r/ – *red* (alveolar approximant)

Vowels: Detailed Notes

1. Definition

Vowels are speech sounds produced **without any significant constriction or blockage of airflow** in the vocal tract. The tongue, lips, and jaw move to shape the vocal tract, but the air flows freely, unlike in consonants.

2. Key Features Used to Classify Vowels

Vowels are classified based on the following criteria:

a) Height of the Tongue (Vowel Height)

Describes how high or low the tongue is in the mouth.

Height	Example IPA Symbol	Word Example
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High (Close)	/i:/, /u:/	"see", "food"
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Mid	/e/, /ə/	"bed", "sofa"
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Low (Open)	/æ/, /ɑ:/	"cat", "car"
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b) Backness of the Tongue

Describes how far forward or back the tongue is positioned in the mouth.

Backness	Example IPA Symbol	Word Example
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Front	/i:/, /e/	"see", "pen"
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Central	/ə/, /ʌ/	"sofa", "cup"
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Back	/u:/, /ɔ:/	"food", "law"
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c) Lip Rounding

Refers to whether the lips are rounded or unrounded during articulation.

Rounding IPA Symbols Word Example

Rounded /u:/, /ɔ:/ "food", "thought"

Unrounded /i:/, /æ/ "see", "cat"

3. Types of Vowels

Monophthongs are **pure vowel sounds** that maintain a **single, unchanging sound quality** throughout their duration. The tongue and mouth stay relatively steady during the articulation of a monophthong.

Classification of Monophthongs

Monophthongs are classified according to:

1. **Tongue Height** (High, Mid, Low)
2. **Tongue Position** (Front, Central, Back)
3. **Lip Rounding** (Rounded, Unrounded)
4. **Tense vs. Lax** (Tense vowels are longer and more forceful than lax ones)

English Monophthongs Chart (with IPA, Description, and Examples)

IPA Symbol	Example Word	Tongue Height	Tongue Position	Lip Rounding	Tense/Lax
/i:/	<i>see, beat</i>	High	Front	Unrounded	Tense
/ɪ/	<i>sit, bit</i>	High	Front	Unrounded	Lax
/e/	<i>bed, head</i>	Mid	Front	Unrounded	Lax
/æ/	<i>cat, hat</i>	Low	Front	Unrounded	Lax
/ʌ/	<i>cup, luck</i>	Mid	Central	Unrounded	Lax
/ɜ:/	<i>bird, word</i>	Mid	Central	Unrounded	Tense

IPA Symbol	Example Word	Tongue Height	Tongue Position	Lip Rounding	Tense/Lax
/ə/	<i>sofa, ago</i>	Mid	Central	Unrounded	Lax (unstressed)
/ɑ:/	<i>car, start</i>	Low	Back	Unrounded	Tense
/ɒ/	<i>hot, dog</i>	Low	Back	Rounded	Lax
/ɔ:/	<i>law, saw</i>	Mid	Back	Rounded	Tense
/ʊ/	<i>book, put</i>	High	Back	Rounded	Lax
/u:/	<i>food, blue</i>	High	Back	Rounded	Tense

Examples by Group

Front Vowels

- /i:/ – *see, eat, keep*
- /ɪ/ – *bit, hit, pin*
- /e/ – *red, bed, said*
- /æ/ – *cat, black, mat*

Central Vowels

- /ʌ/ – *cup, luck, shut*
- /ɜ:/ – *bird, word, learn*
- /ə/ – *sofa, banana, pencil* (unstressed syllables)

Back Vowels

- /ɑ:/ – *car, father, start*
- /ɒ/ – *hot, rock, bother*
- /ɔ:/ – *saw, talk, more*
- /ʊ/ – *good, put, look*
- /u:/ – *blue, food, true*

Tense vs. Lax Vowels

- **Tense vowels:** /i:/, /u:/, /ɔ:/, /ɑ:/, /ɜ:/
→ Longer duration, stronger muscle effort
- **Lax vowels:** /ɪ/, /ʊ/, /e/, /æ/, /ʌ/, /ɒ/, /ə/
→ Shorter, more relaxed articulation

Schwa /ə/ – The Most Common Monophthong

- Occurs in **unstressed syllables**.
- Neutral, central sound.
- *Examples:*
 - *about* → /ə'baʊt/
 - *banana* → /bə'nɑ:nə/

Minimal Pairs Using Monophthongs

Used to show how changing one sound changes the meaning:

- /i:/ vs /ɪ/: *sheep* vs *ship*
- /æ/ vs /ʌ/: *cap* vs *cup*
- /ɒ/ vs /ɔ:/: *cot* vs *caught*

Diphthongs: Detailed Notes

Definition

Diphthongs are complex vowel sounds that **glide from one vowel quality to another** within the **same syllable**. The tongue moves from one position to another during the articulation of the sound, creating a smooth transition from one vowel sound to another.

Key Features of Diphthongs

1. **Glide Movement:** Diphthongs involve a change in the vocal tract shape within the same syllable, as opposed to monophthongs, which are steady sounds.
2. **Single Syllable:** The transition between vowel sounds happens within a single syllable (unlike a sequence of vowels in separate syllables).

3. **Variety in Language:** English has many diphthongs, but the exact set can vary by dialect (e.g., American vs. British English).

IPA Symbols for Diphthongs in English

Diphthong	Example Word	Description	IPA Symbol	Example Sounds
/aɪ/	<i>my, kite</i>	Glide from low front to high front	/aɪ/	/a/ to /ɪ/
/eɪ/	<i>day, say</i>	Glide from mid front to high front	/eɪ/	/e/ to /ɪ/
/ɔɪ/	<i>boy, toy</i>	Glide from mid back to high front	/ɔɪ/	/ɔ/ to /ɪ/
/aʊ/	<i>how, cow</i>	Glide from low front to high back	/aʊ/	/a/ to /ʊ/
/əʊ/	<i>go, home</i>	Glide from mid central to high back	/əʊ/	/ə/ to /ʊ/
/ɪə/	<i>here, beer</i>	Glide from high front to mid central	/ɪə/	/ɪ/ to /ə/
/eə/	<i>fair, air</i>	Glide from mid front to mid central	/eə/	/e/ to /ə/
/ʊə/	<i>tour, pure</i>	Glide from high back to mid central	/ʊə/	/ʊ/ to /ə/

Types of Diphthongs

1. Closing Diphthongs

The second vowel sound is more **closed** or more **tight** compared to the first sound. This is the most common type of diphthong in English.

- *Examples:*
 - /aɪ/ – *my, kite*
 - /eɪ/ – *day, say*
 - /ɔɪ/ – *boy, toy*
 - /əʊ/ – *go, home*
 - /aʊ/ – *how, cow*

2. Centering Diphthongs

The second vowel sound is a **central vowel** (usually /ə/), and these are less common than closing diphthongs in English.

- *Examples:*
 - /ɪə/ – *here, beer*
 - /eə/ – *fair, air*
 - /ʊə/ – *tour, pure*

Diphthong Examples in Words

1. /aɪ/ (as in *my, kite*)

- Begins with the sound /a/ (low front vowel) and glides to /ɪ/ (high front vowel).
- Common in many English dialects, such as in the words *high, light, ride*.

2. /eɪ/ (as in *day, say*)

- Starts with the mid front vowel /e/ and glides to the high front vowel /ɪ/.
- Found in words like *cake, face, race*.

3. /ɔɪ/ (as in *boy, toy*)

- Starts with the mid back rounded vowel /ɔ/ and glides to the high front vowel /ɪ/.
- Common in words like *coin, voice, choice*.

4. /aʊ/ (as in *how, cow*)

- Starts with the low front vowel /a/ and glides to the high back rounded vowel /ʊ/.
- Appears in words like *house, out, now*.

5. /əʊ/ (as in *go, home*)

- Starts with the mid central vowel /ə/ (schwa) and glides to the high back rounded vowel /ʊ/.
- Found in words like *go, boat, home*.

6. /ɪə/ (as in *here, beer*)

- Starts with the high front vowel /ɪ/ and glides to the mid central vowel /ə/.
- Occurs in words like *fear, clear, near*.

7. /eə/ (as in *fair, air*)

- Starts with the mid front vowel /e/ and glides to the mid central vowel /ə/.
- Common in words like *care, share, air*.

8. /ʊə/ (as in *tour, pure*)

- Starts with the high back rounded vowel /ʊ/ and glides to the mid central vowel /ə/.
- Appears in words like *sure, pure, tour*.

Diphthongs in Different English Dialects

- **Received Pronunciation (RP):** RP English uses all of the diphthongs listed above, especially /aɪ/, /eɪ/, and /əʊ/.
- **General American (GA):** In American English, diphthongs like /əʊ/ (as in *go*) tend to be pronounced as a simple long /oo/ sound.
- **Australian English:** Australian English features distinct diphthongs, with sounds like /eɪ/ and /ɔɪ/ pronounced more like /æɪ/ and /ʌɪ/.

Importance of Diphthongs

1. **Pronunciation and Accent:** Diphthongs play a major role in distinguishing accents and pronunciation. For example, the pronunciation of *go* in British English uses /əʊ/, while in American English it uses /oo/.
2. **Language Learning:** Understanding diphthongs is essential for learners of English to sound natural and understand regional accent differences.

3. **Phonetic Transcription:** Diphthongs are crucial in accurate phonetic transcription using IPA to capture the nuances of pronunciation.

Minimal Pairs Using Diphthongs

Diphthongs can change the meaning of words, so they are useful in identifying minimal pairs:

- /aɪ/ vs /eɪ/: *my* /maɪ/ vs *may* /meɪ/
- /əʊ/ vs /aʊ/: *go* /gəʊ/ vs *how* /haʊ/
- /ɔɪ/ vs /aʊ/: *boy* /bɔɪ/ vs *how* /haʊ/

Practice Sentences Using Diphthongs

- /aɪ/: *I like to fly my kite.*
- /eɪ/: *They say it's a great day today.*
- /ɔɪ/: *The boy enjoys playing with his toys.*
- /aʊ/: *How much is that cow worth?*
- /əʊ/: *I want to go home now.*
- /ɪə/: *I'm here to help you.*
- /eə/: *This chair is comfortable.*
- /ʊə/: *The tour was very informative.*

Would you like me to create a **visual IPA chart** for these diphthongs or a

4. The English Vowel Chart (Simplified IPA Overview)

Front Central Back

i: (see) ə (sofa) u: (food)

e (bed) ʌ (cup) ɔ: (law)

æ (cat) ɜ: (bird) ɑ: (car)

ɒ (hot)

5. Schwa /ə/ – The Most Common Vowel Sound

- Called the “**schwa**”, /ə/ is the most frequently used vowel sound in English.
- It’s **unstressed**, short, and occurs in many unstressed syllables.
- *Examples:*
 - *sofa* → /'səʊ.fə/
 - *banana* → /bə'na:.nə/

6. Importance of Understanding Vowels

- Improves **pronunciation** and **accent clarity**.
- Essential for **phonetic transcription** and **language learning**.
- Helps in distinguishing between **homophones** and **minimal pairs**.
 - *Example: ship* /ɪ/ vs *sheep* /i:/
 - *Example: /i:/* in “see” – a high front unrounded vowel.

2. Diphthongs

- Combination of two vowel sounds within the same syllable.
- *Example: /aɪ/* in “time”.

Phonetic Transcription

- **International Phonetic Alphabet (IPA)** is used to represent sounds accurately, regardless of language or spelling.
- *Example:*
 - “Thought” = /θɔ:t/
 - “Cat” = /kæt/
 - **Minimal Pairs: Detailed Notes**

1. Definition of Minimal Pairs

Minimal Pairs are pairs of words in a language that differ by only **one sound** (either a single vowel or a single consonant), and that difference causes a **change in meaning**. The contrasting sounds can be:

- A **consonant** sound (e.g., /b/ vs /p/)

- A **vowel** sound (e.g., /ɪ/ vs /ε/)

Minimal pairs are important in phonology and language learning because they help demonstrate how **small changes in sound** can lead to **different meanings** in words.

2. Features of Minimal Pairs

- **One Sound Difference:** The primary feature of minimal pairs is that they only differ by one phoneme (sound), which could be either a consonant or a vowel.
- **Change in Meaning:** The change of a single sound results in a change in the meaning of the word, which is why minimal pairs are important in distinguishing similar sounds.
- **Same Phonetic Environment:** The words in a minimal pair have the same number of syllables and are in the same context or phonetic environment, except for the one differing sound.

3. Types of Minimal Pairs

a) Consonant Minimal Pairs

Consonant minimal pairs occur when two words differ by one consonant sound. These are often used to highlight the difference between similar consonant sounds in English.

Word 1	Word 2	Phoneme Difference	Example Sounds
bat	pat	/b/ vs /p/	Voicing difference (voiced /b/ vs voiceless /p/)
cat	hat	/k/ vs /h/	Place of articulation difference (velar /k/ vs glottal /h/)
sip	zip	/s/ vs /z/	Voicing difference (voiceless /s/ vs voiced /z/)
cap	tap	/k/ vs /t/	Place of articulation (velar /k/ vs alveolar /t/)

b) Vowel Minimal Pairs

Vowel minimal pairs occur when two words differ by one vowel sound. These are crucial for distinguishing between similar vowel sounds, which is often challenging for learners.

Word 1	Word 2	Phoneme Difference	Example Sounds
bit	bet	/ɪ/ vs /ɛ/	Vowel height and position (high /ɪ/ vs mid /ɛ/)
cat	cut	/æ/ vs /ʌ/	Vowel frontness and height (front /æ/ vs back /ʌ/)
ship	sheep	/ɪ/ vs /i:/	Vowel length (short /ɪ/ vs long /i:/)
cot	caught	/ɒ/ vs /ɔ:/	Vowel rounding and backness (rounded /ɒ/ vs rounded /ɔ:/)

c) Consonant-Vowel Minimal Pairs

These are minimal pairs where the consonant differs between the two words but the vowel remains the same, or the vowel differs but the consonant stays the same.

Word 1	Word 2	Phoneme Difference	Example Sounds
pat	bat	/p/ vs /b/	Voicing difference (voiceless /p/ vs voiced /b/)
seat	sit	/e:/ vs /ɪ/	Vowel difference (long /e:/ vs short /ɪ/)
fan	van	/f/ vs /v/	Voicing difference (voiceless /f/ vs voiced /v/)

4. Minimal Pair Examples in English

Consonant Minimal Pairs:

- /p/ vs /b/: *pat* vs *bat*
- /s/ vs /z/: *sip* vs *zip*
- /t/ vs /d/: *tick* vs *dick*
- /f/ vs /v/: *fan* vs *van*

Vowel Minimal Pairs:

- /ɪ/ vs /ɛ/: *bit* vs *bet*
- /æ/ vs /ʌ/: *cat* vs *cut*
- /i:/ vs /e/: *seat* vs *set*
- /ʊ/ vs /u:/: *put* vs *pool*

Minimal Pairs with Diphthongs:

- /aɪ/ vs /eɪ/: *my* vs *may*
- /əʊ/ vs /aʊ/: *go* vs *how*
- /ɔɪ/ vs /aʊ/: *boy* vs *how*

5. Importance of Minimal Pairs

1. **Phonemic Awareness:** Minimal pairs are useful for understanding how a small change in sound can alter the meaning of a word, helping students develop phonemic awareness.
2. **Pronunciation Practice:** Learners of English can use minimal pairs to **practice distinguishing between similar sounds**, which is crucial for pronunciation and fluency.
3. **Accent and Dialect Differences:** Minimal pairs can highlight subtle pronunciation differences between **different accents** or **dialects** of English, as well as between **native** and **non-native** speakers.
4. **Spelling and Reading:** Minimal pairs also aid in understanding **spelling patterns** and **reading skills**, especially for beginners, by making them aware of which letters and sounds correspond to specific words.

6. Teaching Minimal Pairs

To teach minimal pairs effectively, consider the following approaches:

- **Auditory Discrimination:** Have students listen to the words and identify the sound that differs.
- **Pronunciation Practice:** Encourage students to repeat the words, focusing on the specific sound contrast.

- **Minimal Pair Drills:** Use flashcards, audio recordings, or interactive exercises that highlight minimal pair contrasts to help reinforce learning.
- **Contextual Use:** Provide minimal pairs within **sentences** or **conversations** to help learners understand the impact of sound differences in real communication.

7. Minimal Pairs Practice Sentences

- /p/ vs /b/:
"Please pass the pen." vs "Bobby bought the bat."
- /s/ vs /z/:
"She sells seashells." vs "Zoe loves zebras."
- /æ/ vs /ʌ/:
"The cat sat on the mat." vs "The cup was on the rug."
- /i:/ vs /ɛ/:
"I see the tree." vs "They said it's a big red bed."

8. Challenges with Minimal Pairs

- **Similar Sounds:** English has many sounds that may be difficult for non-native speakers to differentiate, especially those that don't exist in their native language.
- **Accents and Dialects:** Regional accents and dialects may pronounce minimal pairs differently, which can create confusion.

Consonant Clusters: Detailed Notes

1. Definition of Consonant Clusters

Consonant Clusters are groups of **two or more consonants** that occur together in a syllable **without a vowel** separating them. Consonant clusters can occur at the **beginning** or **end** of a syllable and can consist of a variety of consonant sounds.

- **Example:** In the word "street", the cluster is /str/ at the beginning.
- Clusters can consist of just two consonants (e.g., /str/ in *street*) or can include three or more consonants (e.g., /spl/ in *splash*).

2. Types of Consonant Clusters

Consonant clusters can be classified according to their **position in the word** (initial, medial, or final) and the **number of consonants** in the cluster.

a) Initial Consonant Clusters

These occur at the **beginning** of a word or syllable. They often involve combinations of consonants that are difficult for learners to pronounce, especially if the cluster contains a voiceless consonant followed by a voiced one, or if the language doesn't have certain consonant combinations.

- **Examples:**
 - /str/ – *street, strap*
 - /bl/ – *blue, black*
 - /pl/ – *play, plan*
 - /sk/ – *sky, skate*
 - /tr/ – *tree, truck*

b) Medial Consonant Clusters

These occur in the **middle** of a word, usually between vowels. They tend to appear in longer words and are often easier to pronounce because of the intervening vowels.

- **Examples:**
 - /nt/ – *winter, center*
 - /mp/ – *simple, sample*
 - /nd/ – *wonder, sender*
 - /st/ – *faster, sister*
 - /ndʒ/ – *danger, larger*

c) Final Consonant Clusters

These occur at the **end** of a syllable or word. These clusters often require careful pronunciation since many languages, including English, allow complex final clusters.

- **Examples:**

- /st/ – *fast, best*
- /mp/ – *jump, lamp*
- /nd/ – *find, hand*
- /rʃ/ – *march, lunch*
- /lʃ/ – *belch, clutch*

3. Rules and Considerations for Consonant Clusters

a) Phonological Rules

- **Voicing and Place of Articulation:** The sounds in consonant clusters may interact based on voicing (voiceless vs. voiced) or place of articulation. For example, the /s/ in "stop" is voiceless, and the /t/ is a voiceless stop, making it easier to pronounce.
- **Assimilation:** Sometimes, consonant clusters undergo **assimilation**, where a sound changes to become more like the neighboring sound. For example:
 - “input” – /'ɪnpʊt/ → the /n/ sound can assimilate to the place of the following /p/ sound in some accents, making it easier to pronounce.

b) Syllable Structure

- English allows complex clusters at the **beginning** and **end** of syllables, which can be difficult for non-native speakers to pronounce. For example, “strengths” has a very complex final cluster: /strɛŋkθs/.
- Some dialects or accents might simplify clusters for easier pronunciation. For example, in some accents of British English, the cluster /tʃ/ in "church" might be pronounced as just /ʃ/ (a single sound).

c) Cluster Reduction

In rapid or casual speech, clusters might undergo **reduction**, where one of the consonants is dropped, especially in unstressed syllables or between words in a sentence.

- **Example:**
 - “Next stop” might be pronounced /nekst sɒp/ with the /t/ sound dropped.

4. Consonant Clusters in Different Languages

- **English:** English allows complex clusters in both initial and final positions. This is relatively rare in languages such as **Spanish** or **Japanese**, where consonant clusters are often simplified or avoided.
- **Spanish:** In Spanish, consonant clusters generally occur at the beginning of words but are simpler (e.g., /tr/ in *tren* – train). Complex clusters like those in English final positions are uncommon.
- **French:** French tends to have simpler consonant clusters, and clusters are often broken up by vowel sounds.

5. Examples of Consonant Clusters

Initial Consonant Clusters

- /bɫ/ – *black, blank*
- /tr/ – *tree, track*
- /st/ – *stop, star*
- /spl/ – *splash, split*
- /sk/ – *school, skate*

Medial Consonant Clusters

- /nt/ – *winter, center*
- /mp/ – *simple, sample*
- /nd/ – *find, hand*
- /st/ – *faster, sister*
- /dʒ/ – *danger, larger*

Final Consonant Clusters

- /st/ – *fast, best*
- /nd/ – *hand, sand*
- /mp/ – *jump, lamp*
- /tʃ/ – *march, lunch*
- /ks/ – *books, talks*

6. Difficulties with Consonant Clusters for Learners

- **Pronunciation Challenges:** Non-native speakers often find it difficult to pronounce English consonant clusters, especially those at the end of words (e.g., /ts/ in *cats*).
- **Cluster Reduction:** In casual speech, learners might omit one of the consonants in a cluster (e.g., pronouncing "next week" as "nex week").
- **Cluster Simplification:** In many languages, clusters are simplified, leading to problems for learners of English. For instance, a Spanish speaker might have difficulty pronouncing a word like "strengths" with the final cluster /ŋkθs/.

7. Common Patterns of Consonant Clusters

Position of Cluster	Example Words	Phoneme Sequence
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Initial Clusters	<i>black, tree, stop, school</i>	/bl/, /tr/, /st/, /sk/
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Medial Clusters	<i>winter, sample, center</i>	/nt/, /mp/, /nd/
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Final Clusters	<i>fast, lamps, jumps</i>	/st/, /mp/, /nd/
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8. Teaching Consonant Clusters

Teaching consonant clusters to students involves:

- **Repetition Practice:** Encourage learners to practice pronouncing common clusters in isolation and in words.
- **Minimal Pair Exercises:** Use minimal pairs with consonant clusters to help students differentiate between sounds (e.g., *black* vs *back*).
- **Phonetic Transcription:** Teach students to understand the International Phonetic Alphabet (IPA) symbols for clusters, as this helps in mastering pronunciation.
- **Word Stress Patterns:** Emphasize the importance of syllable stress when working with clusters, as the placement of stress often affects how clusters are pronounced.

9. Practice Sentences with Consonant Clusters

- **Initial Clusters:** *The **strong** man made the **sturdy** wall.*

- **Medial Clusters:** *He walked through the **sand** and found a **lamp**.*
- **Final Clusters:** *The dog **jumped** over the **cliff**.*

Past Tense Marker: -ed Pronunciation

The past tense marker **-ed** in English can be pronounced in three different ways: /t/, /d/, and /ɪd/. The pronunciation depends on the final sound of the base verb (the verb without the past tense marker). Here's a detailed explanation of the rules and examples:

1. Pronounced as /t/

When the base verb ends in a **voiceless consonant sound** (except for /t/), the past tense marker **-ed** is pronounced as /t/.

Voiceless Consonants:

- /p/ as in “*stop*”
- /k/ as in “*talk*”
- /f/ as in “*laugh*”
- /s/ as in “*kiss*”
- /ʃ/ as in “*push*”
- /tʃ/ as in “*watch*”

Examples:

- **walked** – /wɔ:kt/
- **talked** – /tɔ:kt/
- **laughed** – /læft/
- **kissed** – /kɪst/
- **pushed** – /pʊʃt/
- **watched** – /wɒtʃt/

2. Pronounced as /d/

When the base verb ends in a **voiced consonant sound** (except for /d/) or a **vowel sound**, the past tense marker **-ed** is pronounced as /d/.

Voiced Consonants:

- /b/ as in “rob”
- /g/ as in “beg”
- /v/ as in “love”
- /z/ as in “buzz”
- /ʒ/ as in “massage”
- /dʒ/ as in “change”

Vowel Sounds:

- /i:/ as in “see”
- /aɪ/ as in “fly”
- /əʊ/ as in “go”
- /æ/ as in “cat”

Examples:

- **played** – /pleɪd/
- **loved** – /lʌvd/
- **begged** – /bɛgd/
- **buzzed** – /bʌzd/
- **changed** – /tʃeɪndʒd/
- **seed** – /si:d/

3. Pronounced as /ɪd/

When the base verb ends in /t/ or /d/, the past tense marker **-ed** is pronounced as /ɪd/ (or /əd/ in some accents).

Examples:

- **wanted** – /wɒntɪd/
- **needed** – /niːdɪd/
- **decided** – /dɪˈsaɪdɪd/
- **waited** – /weɪtɪd/
- **added** – /ædɪd/

4. Summary Chart

Base Verb Ending Sound	Pronunciation of -ed Examples	
Voiceless Consonant (except /t/) /t/		<i>walked, talked, laughed</i>
Voiced Consonant or Vowel /d/		<i>played, loved, buzzed</i>
/t/ or /d/	/ɪd/	<i>wanted, needed, added</i>

5. Rules Summary

- /t/: After voiceless consonants (other than /t/).
- /d/: After voiced consonants or vowels.
- /ɪd/: After /t/ or /d/.

6. Practice Sentences

- /t/: "He **walked** to the store."
- /d/: "She **played** the piano."
- /ɪd/: "They **waited** for the bus."

Plural Marker: -s Pronunciation

In English, the plural marker **-s** is added to a noun to indicate that it is plural (i.e., more than one). The pronunciation of the **-s** suffix can vary depending on the final sound of the noun it attaches to. It can be pronounced in one of three ways: /s/, /z/, or /ɪz/.

Here is a detailed explanation of the rules and examples:

1. Pronounced as /s/

The **-s** plural marker is pronounced as /s/ when the noun ends in a **voiceless consonant sound** (except for /s/, /z/, /ʃ/, /tʃ/, /tʃ/).

Voiceless Consonants:

- /p/ as in "map"
- /k/ as in "book"
- /f/ as in "leaf"

- /t/ as in "cat"
- /f/ as in "brush"

Examples:

- **cats** – /kæts/ (voiceless /t/)
- **books** – /bʊks/ (voiceless /k/)
- **leaves** – /li:vz/ (voiceless /f/)
- **baths** – /bɑ:θs/ (voiceless /θ/)
- **brushes** – /brʌʃɪz/ (voiceless /ʃ/)

2. Pronounced as /z/

The -s plural marker is pronounced as /z/ when the noun ends in a **voiced consonant sound** (except for /dʒ/ or /ʃ/) or a **vowel sound**.

Voiced Consonants:

- /b/ as in "job"
- /d/ as in "bed"
- /g/ as in "dog"
- /v/ as in "love"
- /z/ as in "buzz"
- /ʒ/ as in "massage"

Vowel Sounds:

- /i:/ as in "key"
- /æ/ as in "cat"
- /ʌ/ as in "cup"

Examples:

- **dogs** – /dɔ:gz/ (voiced /g/)
- **jobs** – /dʒɒbz/ (voiced /b/)
- **beds** – /bedz/ (voiced /d/)
- **loves** – /lʌvz/ (voiced /v/)
- **buzzes** – /bʌzɪz/ (voiced /z/)

3. Pronounced as /ɪz/

The **-s** plural marker is pronounced as /ɪz/ (or /əz/) when the noun ends in one of the following sounds:

- /s/, /z/, /ʃ/, /tʃ/, /dʒ/

These sounds are more challenging to pronounce with just a simple /s/ sound, so the plural marker is pronounced as /ɪz/ to make it easier.

Examples:

- **buses** – /'bʌsɪz/ (ending in /s/)
- **boxes** – /'bɒksɪz/ (ending in /ks/)
- **watches** – /'wɒtʃɪz/ (ending in /tʃ/)
- **changes** – /'tʃeɪndʒɪz/ (ending in /dʒ/)
- **crashes** – /'kræʃɪz/ (ending in /ʃ/)

4. Summary Chart

Final Sound of the Noun	Pronunciation of Plural Marker -s	Examples
Voiceless consonant (except /s/, /z/, /ʃ/, /tʃ/, /dʒ/)	/s/	<i>cats, books, baths</i>
Voiced consonant or vowel	/z/	<i>dogs, jobs, loves</i>
/s/, /z/, /ʃ/, /tʃ/, /dʒ/	/ɪz/	<i>buses, boxes, watches</i>

5. Examples in Sentences

- /s/: "There are **cats** in the garden."
- /z/: "The **dogs** are barking loudly."
- /ɪz/: "The **buses** leave every 15 minutes."

6. Rules Summary

- /s/: Used after voiceless consonants (except for /s/, /z/, /ʃ/, /tʃ/, /dʒ/).
- /z/: Used after voiced consonants or vowel sounds.
- /ɪz/: Used after /s/, /z/, /ʃ/, /tʃ/, or /dʒ/ to make pronunciation smoother.

7. Practice Exercises

- **Exercise 1:** Pronounce the following words with the correct plural marker:
 - book
 - job
 - bus
 - leaf
 - church
- **Exercise 2:** Choose the correct pronunciation of the plural marker:
 - **cats** (pronounced /s/ or /z/ or /ɪz/)
 - **dogs** (pronounced /s/ or /z/ or /ɪz/)
 - **watches** (pronounced /s/ or /z/ or /ɪz/)

listening and identification tasks related to the pronunciation of the **past tense marker -ed** and the **plural marker -s**. These exercises will help test your understanding of how these markers are pronounced in different contexts.

1. Past Tense Marker -ed Pronunciation: Listening Task

Listen to the following sentences and identify how the **-ed** ending is pronounced (either /t/, /d/, or /ɪd/).

Instructions: Listen to the audio and choose the correct pronunciation for each word. If you're unable to listen to an audio, imagine the sentences being spoken and try to identify the pronunciation.

Sentences:

1. "He **played** the game all day."
2. "The children **walked** to school."

3. "She **wanted** to go home early."
4. "They **talked** about the movie."
5. "I **loved** the cake."

Task: For each of these words (played, walked, wanted, talked, loved), identify the pronunciation of **-ed**:

- /t/
- /d/
- /ɪd/

2. Plural Marker -s Pronunciation: Listening Task

Listen to the following sentences and identify how the **-s** ending is pronounced (either /s/, /z/, or /ɪz/).

Instructions: Listen to the audio and choose the correct pronunciation for each plural noun. If you're unable to listen to an audio, try imagining the sentences being spoken and identify the pronunciation.

Sentences:

1. "There are many **cats** in the yard."
2. "The **dogs** are barking loudly."
3. "I have two **buses** to take."
4. "The **books** are on the table."
5. "She **loves** her **boxes**."

Task: For each of these words (cats, dogs, buses, books, boxes), identify the pronunciation of **-s**:

- /s/
- /z/
- /ɪz/

3. Identification Task: Minimal Pairs

Instructions: Listen to the minimal pair pairs and identify if the **-ed** or **-s** endings sound different or the same in each pair.

Pairs:

1. **walked** vs **worked**
2. **cats** vs **hats**
3. **played** vs **prayed**
4. **dog** vs **dogs**
5. **laughed** vs **loved**

For each pair:

- Identify if the ending sound of **-ed** or **-s** is pronounced the same or differently.
- Choose between /t/, /d/, /ɪd/ for **-ed** and /s/, /z/, /ɪz/ for **-s**.

4. True or False Task: Pronunciation Rules

Instructions: Read the following statements about the pronunciation of **-ed** and **-s** markers. Determine if they are **true** or **false**.

Statements:

1. **-ed** is always pronounced as /ɪd/ when the verb ends in /k/ or /p/.
2. **-s** is pronounced as /s/ when the noun ends in a voiced sound.
3. **-ed** is pronounced as /t/ after a voiceless consonant sound.
4. **-s** is pronounced as /ɪz/ when the noun ends in /f/, /s/, or /tʃ/.
5. **-ed** is pronounced as /d/ after a vowel sound.

5. Sentence Pronunciation Task

Instructions: Imagine these sentences being spoken. Write down the pronunciation of the **-ed** or **-s** ending in phonetic symbols (using IPA).

Sentences:

1. "She **hopped** over the puddle."
2. "They **cleaned** the house yesterday."
3. "The **boxes** are heavy."
4. "We **played** tennis."
5. "The **beaches** are crowded today."

6. Application Task: Self-Recording

Instructions: Record yourself saying the following sentences. Pay attention to the pronunciation of **-ed** and **-s**.

1. "The **cats** are **scratching** the **doors**."
2. "He **loved** the **games** we played yesterday."
3. "I **waited** for an hour, and then **watched** the movie."
4. "The **books** are on the **shelves**."
5. "They **played** the piano and **watched** TV."

Answers for Practice Tasks

Past Tense -ed:

1. **played** – /d/
2. **walked** – /t/
3. **wanted** – /ɪd/
4. **talked** – /t/
5. **loved** – /d/

Plural -s:

1. **cats** – /s/
2. **dogs** – /z/
3. **buses** – /ɪz/
4. **books** – /s/
5. **boxes** – /ɪz/

ICS Lab

Understand: Spoken vs. Written language- Formal and Informal English.

Practice: Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave –

Introducing Oneself and Others.

Spoken vs. Written Language

Spoken and written languages are two primary forms of communication, each with its own set of characteristics, rules, and functions. Both serve the purpose of conveying information, but they differ significantly in structure, delivery, and context. Here's a detailed breakdown of the **key differences** between spoken and written language:

1. Nature of Communication

- **Spoken Language:**
 - **Immediate:** Communication occurs in real-time, typically during face-to-face interactions or over the phone.
 - **Interactive:** Spoken language is more dynamic and often involves back-and-forth exchanges (e.g., conversations).
 - **Spontaneous:** It is usually produced on the spot without much time for planning or editing.
 - **Non-verbal cues:** In addition to words, spoken language often includes tone, pitch, volume, facial expressions, gestures, and body language to convey meaning.
- **Written Language:**
 - **Delayed:** Communication happens over time, and it's not immediate. The writer and reader may not interact in real-time.
 - **One-way:** Written language typically involves a one-way transmission of information (e.g., reading an article, writing a letter).
 - **Planned and edited:** Writing allows the sender to plan, revise, and refine the message, often producing more polished and formal language.
 - **Lack of non-verbal cues:** Writing generally lacks the tone, gestures, or body language that spoken language has.

2. Structure and Grammar

- **Spoken Language:**
 - **Informal:** Spoken language tends to be more informal and colloquial. It may include slang, idiomatic expressions, contractions, and incomplete sentences.
 - **Shorter sentences:** Conversations often feature shorter, more direct sentences or even fragments (e.g., “What’s up?”).
 - **Simple grammar:** It tends to use simpler grammatical structures. For instance, people may frequently use sentence fragments, ellipses, or start sentences with conjunctions.
 - **Repetition:** People often repeat themselves or others to clarify points or give time to think.
- **Written Language:**
 - **Formal:** Written language is often more formal, especially in professional, academic, or public contexts. It avoids slang and contractions (e.g., "cannot" instead of "can't").
 - **Complex sentences:** Writing tends to use longer, more complex sentence structures, with careful attention to syntax.
 - **Precise grammar:** Since writing doesn’t allow for immediate clarification, there is a greater emphasis on correct grammar, punctuation, and spelling.

3. Permanence and Transience

- **Spoken Language:**
 - **Transient:** Spoken words are fleeting and cannot be retrieved once they are uttered. This requires listeners to be attentive and make sense of the conversation in real-time.
 - **Repetition and clarification:** Because spoken language is transient, speakers may repeat or clarify information, allowing for immediate correction or feedback.
- **Written Language:**

- **Permanent:** Written words can be preserved and revisited multiple times, making them more enduring.
- **Re-readable:** Since the written word is permanent, the reader can return to the text as many times as needed for understanding or analysis.

4. Speed and Processing

- **Spoken Language:**
 - **Faster delivery:** Speech is typically delivered faster than writing, and listeners process information rapidly. However, this also means the listener might need to hear something multiple times to fully understand it.
 - **Immediate feedback:** Listeners can immediately give feedback or ask questions, allowing for a more interactive experience.
- **Written Language:**
 - **Slower delivery:** Writing tends to be slower to produce and process, as it involves thinking, drafting, and revising before delivery.
 - **Delayed feedback:** Feedback in written language is usually delayed (e.g., waiting for a response to a letter or email), and it is more carefully considered.

5. Use of Context

- **Spoken Language:**
 - **Heavy reliance on context:** Spoken language often depends on immediate context, body language, and shared knowledge between the speaker and listener. The meaning of words may change based on context, tone, or emphasis.
 - **Ambiguity:** Because spoken language often lacks precise grammatical markers, context is crucial to interpreting meaning.
- **Written Language:**
 - **Less reliance on context:** Written language can stand on its own without the need for immediate context, as readers can revisit and take their time understanding the text. However, clarity and context still play an essential role.

- **More precision:** Writers tend to be more explicit in conveying meaning, given that readers have time to interpret and reflect on the message.

6. Examples

- **Spoken Language:**
 - **Casual Conversations:** “Hey, how’s it going? I was just thinking about you! Let’s grab coffee later?”
 - **Public Speaking:** “Today, I want to talk to you about climate change...”
 - **Television/Radio Shows:** News broadcasts or interviews are often spontaneous and interactive.
- **Written Language:**
 - **Emails/Letters:** “Dear Mr. Smith, I am writing to inform you about the upcoming meeting scheduled for next Tuesday...”
 - **Books/Articles:** “The Great Wall of China, constructed over centuries, remains a testament to human perseverance and architectural innovation.”
 - **Reports/Essays:** Structured, formal language used to convey detailed information with carefully considered grammar and punctuation.

7. Advantages and Disadvantages

Spoken Language:

- **Advantages:**
 - Immediate, dynamic communication.
 - Interaction and feedback are instantaneous.
 - Can convey emotions and tone more effectively.
- **Disadvantages:**
 - Transient, cannot be referenced later without recording.
 - Less control over clarity and detail.
 - May be influenced by emotions or external factors like noise.

Written Language:

- **Advantages:**

- Permanent, can be revisited for clarity.
- Allows for careful thought, organization, and revision.
- More formal and precise.
- **Disadvantages:**
 - Lack of immediate feedback or interaction.
 - Can be slower to produce and consume.
 - Missing non-verbal cues like tone and gestures.

Spoken vs. Written Language: - Spoken is spontaneous, uses contractions, fillers -
Written is structured and formal

Spoken vs. Written Language: Key Differences

Here's a quick summary focusing on the characteristics of **spoken** and **written language** based on your points:

1. Spontaneity vs. Structure

- **Spoken Language:**
 - **Spontaneous:** Conversations are usually impromptu, occurring in real-time. There's little opportunity for editing, which makes spoken language more fluid and less predictable.
 - **Flexible:** Speakers often adjust their message on the fly depending on the listener's reaction or the flow of the conversation.
- **Written Language:**
 - **Structured:** Writing is typically more organized and thought-out. Writers have the time to plan, revise, and edit their work.
 - **Formal:** Written language tends to follow more rigid grammatical rules, especially in professional or academic contexts.

2. Use of Contractions and Fillers

- **Spoken Language:**
 - **Contractions:** Spoken language often uses contractions (e.g., "I'm," "didn't," "can't") to make speech faster and more casual.

- **Fillers:** People frequently use fillers like "um," "you know," and "like" in spoken communication as they gather their thoughts or pause.
- **Informality:** The overall tone is generally more informal and conversational, allowing for a relaxed flow of words.
- **Written Language:**
 - **Fewer Contractions:** In formal writing, contractions are typically avoided (e.g., "cannot" instead of "can't").
 - **No Fillers:** There are no spoken fillers in writing, and every word serves a purpose.
 - **Precision:** Writing demands precision and clarity, making it less casual than speech.

3. Flexibility in Delivery

- **Spoken Language:**
 - **Tone and Emotion:** Spoken language conveys tone, emotion, and urgency through **intonation** and **body language** (in face-to-face interactions).
 - **Immediate Feedback:** Listeners can instantly ask questions or give feedback, allowing for adjustments in the conversation.
- **Written Language:**
 - **No Immediate Feedback:** In writing, there's no immediate exchange. Feedback is usually delayed and might require careful reading or analysis.
 - **Lack of Tone:** Written words lack vocal tone, so the tone must be inferred from context, word choice, and punctuation.

4. Complexity and Detail

- **Spoken Language:**
 - **Simpler and More Casual:** Speech often involves simpler sentence structures, especially in informal settings. It's common to use fragments or incomplete sentences in casual conversation.
 - **Repetition:** People often repeat ideas or clarify things in conversation for emphasis or to ensure understanding.

- **Written Language:**
 - **More Complex and Detailed:** Writing tends to be more organized and detailed, often requiring careful thought and more formal sentence structures.
 - **No Immediate Clarifications:** Writers cannot immediately gauge understanding, so they need to make sure their meaning is clear from the outset.

5. Interaction and Purpose

- **Spoken Language:**
 - **Interpersonal Communication:** Speech is often used for real-time interaction. It fosters personal connections and is more commonly used in daily, informal conversations.
 - **Purpose:** Speech is typically used for immediate interaction, questions, discussions, and emotional exchanges.
- **Written Language:**
 - **Information Sharing:** Writing serves as a permanent record of information. It's used for communication that doesn't require immediate feedback, such as reports, essays, books, and emails.
 - **Purpose:** Written language is often used to communicate detailed, complex, or formal information, with a focus on precision.

6. Example Sentences: Spoken vs. Written

- **Spoken:**
 - "Hey, I'm gonna grab a coffee. You wanna come?"
 - "Like, I don't really know if I can make it today, um, but maybe later?"
- **Written:**
 - "I am going to grab a coffee. Would you like to join me?"
 - "I am uncertain if I will be able to attend today, but I may be available later."

Formal vs. Informal English

The distinction between **formal** and **informal** English primarily lies in the tone, choice of words, and the context in which each is used. Here's a breakdown:

1. Formal English

Purpose: Used in official, professional, academic, and serious contexts where politeness, respect, and professionalism are required.

- **Tone:** More polite, respectful, and structured.
- **Context:** Workplace, business emails, academic writing, official documents, public speeches, etc.
- **Characteristics:**
 - Use of complete sentences and proper grammar.
 - Polite forms of requests or questions (e.g., "Could you please...?", "Would you mind...?")
 - No slang or contractions (e.g., "cannot" instead of "can't").
 - More complex vocabulary and sentence structures.

Examples:

- **Request:** "Could you please provide me with the necessary documents at your earliest convenience?"
- **Statement:** "I would like to express my gratitude for your timely response."
- **Question:** "May I inquire about the progress of the project?"

2. Informal English

Purpose: Used in casual, personal, or friendly contexts where the tone is more relaxed and familiar.

- **Tone:** More relaxed, friendly, and conversational.
- **Context:** Personal conversations, texting with friends or family, casual social media interactions.
- **Characteristics:**

- Use of contractions (e.g., "can't," "won't").
- Casual phrasing and expressions (e.g., "Hey," "What's up?").
- More direct or simple sentence structures.
- Slang and idiomatic expressions are common.
- **Examples:**
 - **Request:** "Hey, can you send me those files?"
 - **Statement:** "Thanks a lot for getting back to me!"
 - **Question:** "What's up with the meeting?"

Key Differences:

Aspect	Formal English	Informal English
Tone	Polite, respectful, professional	Casual, friendly, relaxed
Grammar	Complete sentences, proper structure	Simple, sometimes incomplete sentences
Vocabulary	More sophisticated and precise	Slang, idioms, and simple vocabulary
Contractions	Rarely used	Frequently used (e.g., can't, won't)
Context	Professional, business, academic	Personal, casual conversations

Examples of Transition from Formal to Informal:

1. **Formal:** "Could you kindly assist me with this issue?" **Informal:** "Can you help me with this?"
 2. **Formal:** "I regret to inform you that we are unable to proceed with your application." **Informal:** "Sorry, we can't move forward with your application."
 3. **Formal:** "Would it be possible to schedule a meeting for next week?" **Informal:** "Can we meet next week?"
-

When to Use Each:

- **Formal English** is appropriate in:
 - Professional emails and letters.
 - Job interviews or business meetings.
 - Academic writing (essays, research papers).
 - Official documents (contracts, reports).
- **Informal English** is appropriate in:
 - Conversations with friends and family.
 - Social media posts and text messages.
 - Casual workplace communication (with colleagues, not clients).
 - Informal events and gatherings.

Practice

Ice-Breaking Activities: Introductions and Games to Ease Communication

Ice-breaking activities are great ways to help people relax and feel more comfortable in a group setting. Whether it's a team-building session, a classroom environment, or a social gathering, these activities foster communication, encourage interaction, and set a positive tone for the event.

Here are some **fun and effective ice-breaking activities** that focus on introductions and games to ease communication:

1. Two Truths and a Lie

Purpose: A simple game to help people get to know each other and encourage conversation.

Instructions:

- Each person shares three statements about themselves: two truths and one lie.
- The other participants guess which statement is the lie.

Example:

- "I have been to five different countries."
- "I can speak three languages."
- "I once met a famous actor at a coffee shop."

Why it works: It's a lighthearted way to learn interesting facts about people and start conversations.

2. The Name Game

Purpose: A fun way to introduce everyone and remember names.

Instructions:

- Everyone sits in a circle.
- The first person says their name and something they like or a hobby (e.g., "I'm Alice, and I love painting").
- The next person says their name and repeats the previous person's name and hobby, then adds their own (e.g., "I'm Bob, and Alice loves painting. I'm Bob, and I like hiking").
- This continues until everyone in the circle has introduced themselves.

Why it works: This helps people remember names and share a bit about themselves in a fun, interactive way.

3. Speed Networking

Purpose: To get people talking to each other in a short amount of time.

Instructions:

- Set a timer for 2-3 minutes.
- Pair up participants and have them introduce themselves and share a bit about their background, interests, or goals.
- After the time is up, have participants switch partners and repeat.
- After several rounds, everyone should have met most of the group.

Why it works: It encourages fast-paced interactions and helps participants break out of their shells without feeling overwhelmed.

4. The Human Knot

Purpose: A physical and interactive game to build teamwork and communication.

Instructions:

- Participants stand in a circle and extend their hands to grab someone else's hands across the circle (not the person directly next to them).
- The goal is to untangle the "knot" by communicating and working together without letting go of hands.

Why it works: It's an excellent way to break physical barriers and get people to collaborate. It requires trust, communication, and teamwork.

5. Would You Rather?

Purpose: A fun question-and-answer game that sparks conversation.

Instructions:

- The host asks participants a series of "Would you rather?" questions.
- Example questions:
 - "Would you rather have the ability to fly or be invisible?"
 - "Would you rather always have to sing when you talk or dance when you walk?"
- Each participant answers and explains their choice.

Why it works: It's a fun way to get people talking and revealing their preferences and personalities in a low-pressure way.

6. "Find Someone Who" Bingo

Purpose: A fun scavenger-hunt-style activity that encourages mingling.

Instructions:

- Create a bingo card with various traits or experiences in each square (e.g., "Find someone who has traveled to Asia," "Find someone who likes sushi," "Find someone who plays a musical instrument").
- Participants must walk around and talk to others to find someone who fits each description, writing down their names.
- The first person to fill in all squares wins.

Why it works: It encourages people to interact with as many people as possible and can help reveal shared interests or experiences.

7. The M&M Game

Purpose: A colorful way to learn more about participants.

Instructions:

- Pass around a bag of M&Ms (or any colored candy).
- Each person takes a handful, but they cannot eat any yet.
- Each color corresponds to a different question (e.g., Red = "What's your favorite book?", Yellow = "Tell us one thing you're passionate about").
- Each person answers a question for each color of candy they have.

Why it works: It's a fun and interactive way to get everyone involved and create some fun conversations based on the different colors and questions.

8. Pictionary or Charades

Purpose: A fun, interactive game to encourage teamwork and creativity.

Instructions:

- In **Pictionary**, participants draw something on a whiteboard or paper, and the others try to guess what it is.

- In **Charades**, participants act out a word or phrase without speaking, and others guess.
- Both games can be customized to fit the group's interests (e.g., movies, animals, places).

Why it works: These games get people laughing, thinking creatively, and working together, easing communication and building rapport.

9. Icebreaker Questions

Purpose: A simple way to start a conversation and get to know others.

Instructions:

- The host asks a series of icebreaker questions, such as:
 - "If you could live anywhere in the world, where would it be?"
 - "What's one thing on your bucket list?"
 - "What's your favorite hobby?"

Why it works: This is a quick and easy way to get participants talking and finding common ground.

10. Group Storytelling

Purpose: To engage creativity and teamwork in a fun way.

Instructions:

- One person starts a story with a single sentence (e.g., "Once upon a time, a dragon landed in a busy city.").
- Each person in the group adds a sentence to the story.
- The goal is to build a unique, sometimes funny story that everyone contributes to.

Why it works: It gets everyone involved, encourages creativity, and provides plenty of opportunities for laughter and interaction.

JAM Session (Just A Minute Session): One-Minute Talks on Random Topics

A **JAM session** is a fun and fast-paced activity where participants speak on a random topic for **one minute** without hesitation, repetition, or deviation. It's an excellent way to encourage quick thinking, improve speaking skills, and make communication more dynamic in any group setting.

Here's a breakdown of how to organize and execute a **JAM session**:

Purpose of JAM Session

- **Enhance Public Speaking Skills:** Encourages spontaneous speaking, helping participants think on their feet.
- **Boost Confidence:** Reduces fear of speaking in front of others by making the experience lighthearted and low-pressure.
- **Encourage Creativity:** Forces participants to be creative and adapt quickly to the topic they are given.
- **Promote Interaction:** Encourages everyone to speak and listen actively to others.

How to Run a JAM Session

1. Preparation:

- **Set the Ground Rules:** Participants must speak continuously for **one minute** on a given topic. They cannot repeat words, pause for too long, or deviate from the topic.
- **Choose a Moderator:** A person (or a timer) to keep track of time and ensure the rules are followed.

2. Topic Selection:

- You can prepare a list of **random topics** ahead of time or ask participants to suggest topics.
- The moderator or a random draw can assign each participant a topic.
- Topics can range from fun and silly to more serious ones, depending on the mood of the group.

3. Timekeeping:

- Use a timer to give each person exactly **one minute** to speak. A buzzer or bell can be used to signal when the time is up.
- The moderator can also step in if the speaker goes off-topic, repeats words, or pauses for too long.

4. **Encouragement:**

- After each participant speaks, encourage applause to boost their confidence.
- The moderator can give light feedback or just praise the effort.

Example Topics for JAM Session:

- "The Importance of Breakfast"
- "My Favorite Holiday"
- "Why I Love Pets"
- "How to Stay Productive"
- "The Best Way to Relax"
- "The Future of Technology"
- "The Most Interesting Book I've Read"
- "Why I Love Traveling"
- "The Significance of Music in Our Lives"
- "A Day in the Life of a Superhero"

Rules for the JAM Session:

- **One-Minute Limit:** Each speaker has only **one minute** to speak. No more, no less.
- **No Hesitation:** The speaker must keep talking without pausing or saying "uh," "um," or similar fillers.
- **No Repetition:** Repeating words or phrases during the talk is not allowed.
- **Stay on Topic:** Speakers should stick to the given topic and avoid straying off course.
- **Respect Time:** If someone exceeds the time or breaks the rules, the moderator can gently interrupt with the buzzer or bell.

Sample JAM Session Flow:

1. **Introduction:**
 - The moderator explains the rules and provides an overview of the session.
 - Participants can volunteer to speak first or be selected randomly.
2. **Start the Session:**
 - The moderator announces the first topic.
 - The first speaker has one minute to talk.
 - After each speaker, applause is given to acknowledge their effort.
3. **Wrap-Up:**
 - Once everyone has had a turn, you can either continue for more rounds or conclude with a final round of applause for everyone's participation.

Why JAM Sessions Are Effective:

1. **Quick Thinking:** Encourages participants to think quickly and organize their thoughts in a short time.
2. **Improves Public Speaking:** Offers practice in speaking in front of an audience, helping participants overcome nervousness.
3. **Promotes Creativity:** Random topics encourage speakers to use their imagination and be spontaneous.
4. **Engages Everyone:** Everyone participates and speaks, making the session inclusive and interactive.
5. **Fun and Energizing:** The playful nature of the activity breaks down barriers and brings fun to the group.

Example of a JAM Session in Action:

Moderator: "Alright, let's get started! Our first topic is: 'Why the sky is blue.'"

- **Speaker 1:** (Starts speaking) "The sky appears blue because of a phenomenon called Rayleigh scattering. When sunlight enters Earth's atmosphere, it collides with molecules in the air. Blue light, with its shorter wavelength, scatters more easily than other colors like red or yellow. This scattering causes the sky to appear blue during the day. Interestingly, at sunrise and sunset, the light has to pass

through more of the atmosphere, so the blue light scatters out, and we get more red and orange hues. It's amazing how science can explain the colors we see every day. The blue sky is an everyday reminder of the beauty of nature and the Earth's atmosphere!"

Variations of JAM Sessions:

1. **Team JAM:** Teams of two or more participants take turns speaking on the same topic for one minute each, creating a collaborative effort.
2. **Speed Round JAM:** The moderator assigns a new topic every 30 seconds, and each participant speaks briefly, keeping it fast-paced.
3. **Themed JAM:** Limit topics to a certain theme (e.g., only travel-related topics, food, or books) to create a focused and engaging session.

Situational Dialogues:

Situational dialogues are brief exchanges that are commonly used in various social and professional settings. These dialogues provide useful examples of everyday communication. Below are some situational dialogues for different occasions:

1. Greetings

- **Dialogue 1:**
 - **Person A:** "Good morning! How are you?"
 - **Person B:** "Good morning! I'm doing great, thank you! How about you?"
 - **Person A:** "I'm doing well, thanks for asking!"
- **Dialogue 2:**
 - **Person A:** "Hey, how's it going?"
 - **Person B:** "It's going well! How about you?"
 - **Person A:** "Same here, just getting started with my day."

2. Taking Leave

- **Dialogue 1:**
 - **Person A:** "It was great seeing you! See you later."
 - **Person B:** "Take care! See you soon."

- **Dialogue 2:**
 - **Person A:** "I have to leave now. I'll catch up with you later."
 - **Person B:** "Okay, take care. Have a great day ahead!"
- **Dialogue 3:**
 - **Person A:** "I'm heading out now. It was nice talking to you."
 - **Person B:** "Likewise! Take care, and talk soon."

3. Introductions

- **Dialogue 1:**
 - **Person A:** "This is my friend, Anil."
 - **Person B:** "Hi, Anil! It's nice to meet you!"
 - **Anil:** "Hi, nice to meet you too!"
- **Dialogue 2:**
 - **Person A:** "Let me introduce you to my colleague, Sarah."
 - **Person B:** "Hi, Sarah. It's a pleasure to meet you."
 - **Sarah:** "Nice to meet you too! I've heard a lot about you."
- **Dialogue 3:**
 - **Person A:** "I'd like you to meet my friend, Ravi."
 - **Person B:** "Hi, Ravi! I'm Emma."
 - **Ravi:** "Hey, Emma! Great to meet you."

4. Asking for Help

- **Dialogue 1:**
 - **Person A:** "Excuse me, could you help me find the nearest bus stop?"
 - **Person B:** "Sure! It's just around the corner, to the left."
 - **Person A:** "Thank you so much!"
- **Dialogue 2:**
 - **Person A:** "Can you assist me with this project? I need some guidance."
 - **Person B:** "Of course! Let me take a look and we can go through it together."

5. Compliments

- **Dialogue 1:**
 - **Person A:** "You look amazing today!"
 - **Person B:** "Thank you! That's so sweet of you to say."
- **Dialogue 2:**
 - **Person A:** "I love your new haircut!"
 - **Person B:** "Thank you! I'm glad you like it."

6. Asking for Directions

- **Dialogue 1:**
 - **Person A:** "Excuse me, can you tell me how to get to the train station?"
 - **Person B:** "Sure! Go straight ahead, take the second right, and it'll be on your left."
 - **Person A:** "Thanks a lot!"
- **Dialogue 2:**
 - **Person A:** "Where is the nearest grocery store?"
 - **Person B:** "It's just two blocks away, take a left at the next intersection."
 - **Person A:** "Great, thanks!"

7. Apologies

- **Dialogue 1:**
 - **Person A:** "I'm sorry I'm late for the meeting."
 - **Person B:** "No problem! Glad you could make it."
- **Dialogue 2:**
 - **Person A:** "Sorry about the misunderstanding earlier."
 - **Person B:** "It's alright, I understand. Let's move forward."

8. Offering Help

- **Dialogue 1:**
 - **Person A:** "Can I help you with that?"
 - **Person B:** "Oh, that would be great. Thank you!"

- **Dialogue 2:**
 - **Person A:** "If you need anything, feel free to ask."
 - **Person B:** "Thanks! I really appreciate that."

9. Making Small Talk

- **Dialogue 1:**
 - **Person A:** "How was your weekend?"
 - **Person B:** "It was great! I went hiking. How about you?"
 - **Person A:** "That sounds fun! I spent the weekend relaxing at home."
- **Dialogue 2:**
 - **Person A:** "What are you up to this week?"
 - **Person B:** "I have a busy week ahead, but I'm looking forward to the weekend!"

10. Expressing Gratitude

- **Dialogue 1:**
 - **Person A:** "Thank you so much for your help!"
 - **Person B:** "You're very welcome!"
- **Dialogue 2:**
 - **Person A:** "I really appreciate your assistance today."
 - **Person B:** "It was my pleasure. Happy to help!"

UNIT-II

CALL : Understand: Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Stress pattern in sentences – Intonation.

Practice: Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms- Stress pattern in sentences – Intonation - Testing Exercises

1. Structure of Syllables

Definition: A *syllable* is a unit of pronunciation having one vowel sound, with or without surrounding consonants.

Basic Structure: Syllable = Onset + Nucleus + Coda

- **Onset:** Consonant(s) before the vowel
- **Nucleus:** The central part (usually a vowel)
- **Coda:** Consonant(s) after the vowel

Examples:

- “Cat” → /kæt/ → Onset: /k/, Nucleus: /æ/, Coda: /t/
- “Start” → /stɑ:t/ → Onset: /st/, Nucleus: /ɑ:/, Coda: /t/

2. Word Stress (Word Accent)

Definition: Stress refers to the emphasis placed on a syllable in a word.

Characteristics of Stressed Syllables:

- Louder
- Longer
- Higher pitch
- Clearer vowel

Examples:

- 'TAbble (stress on first syllable)
- ba'NANA (stress on second syllable)
- infor'MAtion (stress on third syllable)

3. Basic Rules of Word Accent

- Most **two-syllable nouns and adjectives:** stress on the **first syllable**
 - e.g., TAbble, HAPpy
- Most **two-syllable verbs and prepositions:** stress on the **second syllable**

- e.g., reLAX, aBOVE
- **Prefixes and suffixes** are usually **not stressed**
 - e.g., un'HAppy, hope'ful
- Words ending in -ic, -sion, -tion: stress is on the **penultimate syllable**
 - e.g., geo'GRAPHic, edu'CAtion

4. Stress Shift

Stress in words may shift when the word changes form:

- PHOtograph → phoTOgraphy → photo'GRAPHic
- DEsert (noun) → deSERT (verb)

5. Weak Forms and Strong Forms

Definition:

- **Weak Forms:** The unstressed, reduced pronunciation of certain function words (used in connected speech).
- **Strong Forms:** The stressed/full form of the word, used when the word is emphasized or stands alone.

Examples:

Word	Strong Form	Weak Form	Example
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And	/ænd/	/ənd/, /ən/	Apples and bananas → /ən/
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Can	/kæn/	/kən/	I can go. → /kən/
-----	-------	-------	--------------------------

Of	/ɒv/	/əv/	A cup of tea → /əv/
----	------	------	----------------------------

Have	/hæv/	/əv/	I have seen it → /əv/
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6. Sentence Stress (Stress Pattern in Sentences)

Definition: Emphasis on certain words in a sentence for clarity and meaning.

Content Words (usually stressed):

- Nouns, main verbs, adjectives, adverbs

Function Words (usually not stressed):

- Articles, prepositions, auxiliary verbs, pronouns

Example:

- “I **want** to **go** to the **market**.”
 - Stressed: want, go, market
 - Unstressed: I, to, the

Contrastive Stress: Used to highlight a word for emphasis or correction:

- “I said **this** book, not that one!”

7. Intonation

Definition: The variation in pitch while speaking, which affects meaning.

Types of Intonation:

Type	Description	Example
Rising	Voice goes up at the end	Used in yes/no questions: “Are you coming?” ↑
Falling	Voice goes down at the end	Statements: “I’m going home.” ↓
Rising-Falling	Rise then fall for surprise/emphasis	“Really?!” ↑↓
Falling-Rising	Fall then rise for uncertainty/suggestion	“Well... maybe.” ↓↑

8. Practice: Testing Exercises and Applications

A. Identify Syllables and Stress

1. Mark stressed syllables:
 - Photograph, Photographer, Photographic
 - Banana, Comfortable, Important

B. Identify Strong/Weak Forms in Sentences

Underline weak forms:

- “I can go if you want.”
→ I **can** /kən/ go **if** /ɪf/ you **want**

C. Sentence Stress Practice

Underline content words:

- “She is going to the library to borrow a book.”
→ **She, going, library, borrow, book**

D. Intonation Practice

Label the intonation patterns:

- “Did you see that?” → Rising ↑
- “I’m so tired.” → Falling ↓

ICS Lab-II

Understand: Features of Good Conversation – Strategies for Effective Communication.

Practice: Situational Dialogues – Role Play- Expressions in Various Situations – Making

Requests and Seeking Permissions - Telephone Etiquette.

1. Understanding the Features of Good Conversation

Good conversation is the foundation of effective interpersonal communication. A meaningful conversation should be:

Clear

- Use simple, concise language.
- Avoid ambiguity and jargon unless necessary.

Coherent

- Stay on topic.
- Organize your thoughts logically.

Engaging

- Show interest in the other person.
- Use appropriate tone, eye contact, and gestures.

Balanced

- Both speakers should contribute equally.
- Avoid dominating or interrupting frequently.

Responsive

- Listen actively.
- Respond thoughtfully and show that you're paying attention.

Polite and Respectful

- Use courteous language.
- Respect others' opinions, even if they differ from yours.

2. Strategies for Effective Communication

To communicate effectively in any situation, apply the following strategies:

Active Listening

- Maintain eye contact.
- Nod or give verbal cues (e.g., “I see,” “That makes sense”).

Clarity and Brevity

- Keep your message short and to the point.
- Avoid long, confusing sentences.

Appropriate Body Language

- Use open posture, facial expressions, and gestures to reinforce your words.

Feedback

- Give and ask for feedback to ensure understanding.
- Use phrases like “Do you follow me?” or “Is that clear?”

Adaptability

- Adjust your tone and language based on the situation or person.

Empathy

- Understand the emotions and perspectives of others.
- Respond with compassion and understanding.

3. Practice: Situational Dialogues

Situational dialogues help you practice real-life conversations. Examples include:

At a Restaurant

- A: “Could I see the menu, please?”
- B: “Certainly. Here you go.”

At the Doctor’s Clinic

- A: “I’ve been having a headache since yesterday.”
- B: “Let me check your temperature first.”

In an Interview

- A: “Tell me about yourself.”
- B: “I’m a final-year engineering student with a passion for AI.”

4. Practice: Role Play

Role Play helps develop confidence and fluency. Common scenarios include:

- **Customer and Service Provider**
- **Teacher and Student**
- **Manager and Employee**
- **Tourist and Guide**

Example:

- **Scenario:** Booking a train ticket
 - A: “I’d like to book a ticket to Delhi.”
 - B: “Sure. One-way or round trip?”

5. Expressions in Various Situations

Greetings

- “Good morning!” / “Hi, how are you?”

Compliments

- “You did a great job on that presentation!”

Apologies

- “I’m sorry I missed your call.”

Congratulating

- “Congratulations on your promotion!”

Making Suggestions

- “Why don’t we try a different approach?”

6. Making Requests and Seeking Permissions

Use polite expressions and modals:

Making Requests

- “Could you help me with this file?”
- “Would you mind passing the salt?”

Seeking Permission

- “May I leave early today?”
- “Is it okay if I use your charger?”

Use softeners like “please,” “if you don’t mind,” “I was wondering...” for politeness.

7. Telephone Etiquette

Good phone manners are essential in professional settings.

Before the Call

- Prepare what you want to say.
- Check contact details and time.

During the Call

- Greet politely: “Good morning, this is [Name].”
- Speak clearly and avoid slang.
- Use the person’s name when possible.
- Listen actively and take notes if needed.

Closing the Call

- Summarize the conversation.
- End politely: “Thank you for your time.” / “Have a great day!”

Handling Missed Calls

- Call back promptly.
- Apologize for missing the call.

UNIT-III

CALL :

Understand: Errors in Pronunciation-Neutralising Mother Tongue Interference (MTI).

Practice: Common Indian Variants in Pronunciation – Differences between British and American

1. Understanding Errors in Pronunciation

Common Pronunciation Errors in English can arise due to:

- Lack of awareness of correct phonetic sounds.
- Influence of the native (mother) tongue – called **MTI**.
- Improper stress, intonation, or rhythm.

Examples:

- Pronouncing “receipt” as /'resipt/ instead of /rɪ'si:t/
- Misplacing word stress: saying “comFORTable” instead of “COMfortable”

2. Neutralising Mother Tongue Interference (MTI)

MTI is when the sound system of your first language interferes with your English pronunciation.

How to Neutralize MTI:

- Learn and practice **IPA (International Phonetic Alphabet)** symbols.
- Listen to and imitate native speakers.
- Practice **minimal pairs** (bit vs. beat).
- Record your speech and self-correct.
- Focus on **syllable stress** and **intonation**.

Example MTI Errors (by region):

Native Language Common Issue

Telugu/Tamil	No distinction between /v/ and /w/
Hindi	Hard /t/ and /d/ instead of dental /θ/ and /ð/
Bengali	Swapping /s/ with /sh/ sounds
Punjabi	Replacing /z/ with /j/

3. Practice: Common Indian Variants in Pronunciation

Some Indian pronunciations differ from Standard English due to MTI or regional influence.

Indian Variant	Correct English Pronunciation
“aks” for “ask”	/ɑ:sk/
“wery” for “very”	/'ver.i/
“fo” for “four”	/fɔ:(r)/
“ree-son” for “reason”	/'ri:.zən/
“fifty-five” as “pipty-pipe” (Bengali influence)	/'fɪf.ti faɪv/

4. British vs. American Pronunciation

Key Differences:

Feature	British English (BrE)	American English (AmE)
R Sound	Often silent after vowels (non-rhotic)	Always pronounced (rhotic)
'a' in bath	/ɑ:/ → <i>baath</i>	/æ/ → <i>bath</i>
't' in water	Clear /t/	Flap /t/ → sounds like /d/
Vocabulary	Lorry, Flat, Sweets	Truck, Apartment, Candy

Examples:

- **Schedule:** BrE – /'ʃed.ju:l/ | AmE – /'skedʒ.u:l/
- **Advertisement:** BrE – /əd'vɜ:.tɪs.mənt/ | AmE – /əd.və'taɪz.mənt/
- **Mobile:** BrE – /'məʊ.baɪl/ | AmE – /'moʊ.bəl/

5. Testing Exercises

A. Identify Errors

Listen and correct:

- “I wery much like your voice.” → “I **very** much like your voice.”
- “He aksed me.” → “He **asked** me.”

B. Practice Minimal Pairs

Differentiate and pronounce:

- Ship vs. Sheep
- Bit vs. Beat
- Fan vs. Van
- Thin vs. Tin

C. Accent Practice

Repeat after recordings in both British and American accents for:

- Common words (e.g., dance, tomato, water)
- Short dialogues (greetings, directions)

Summary

Focus Area	Activity
MTI Neutralisation	Listening, imitation, phonetic drills

Focus Area

Activity

Indian Pronunciation Variants Identify and correct errors

British vs. American English Compare and mimic both accents

Testing Exercises Role-play, repeat-after-me, transcription

ICS Lab: -III

Understand: Descriptions- Narrations- Giving Directions and Guidelines – Blog Writing

Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions – Thanking and

Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making Suggestions.

1. Understanding Key Communication Tasks

A. Descriptions

Used to explain **appearance, function, or nature** of people, objects, places, or situations.

Examples:

- “The library is a large, quiet building with hundreds of books arranged in rows.”
- “He’s a tall man with short brown hair and glasses.”

B. Narrations

Used to **tell a story or recount an event** in a structured manner (chronological order).

Example:

- “Yesterday, I went to the market. On my way back, I saw a street play that attracted a big crowd...”

Tense Tip: Past tense is commonly used in narration.

C. Giving Directions and Guidelines

Used to guide someone to a **place** or explain how to do **a process**.

Example for place:

- “Go straight, take the second left, and the bank will be on your right.”

Example for process:

- “To install the app, first open the Play Store, then search for the name, and tap ‘Install’.”

D. Blog Writing

Blogs are **informal or semi-formal** personal or informative pieces written for an online audience.

Structure:

1. **Title**
2. **Introduction**
3. **Body** (divided by subheadings)
4. **Conclusion**
5. **Call to action** (optional)

Example Blog Title: “Why Learning English is Easier Than You Think”

2. Practice Communication Tasks

A. Giving Instructions

- Use simple, sequential steps.
- Use the **imperative form** (e.g., “Open the lid.”)

Example:

- “First, mix the flour and water. Then, knead the dough for ten minutes.”

B. Seeking Clarifications

Use polite phrases to ask for clarity when you don’t understand something.

Examples:

- “Sorry, could you repeat that, please?”
- “I didn’t catch that. Can you say it again?”

C. Asking for and Giving Directions

Asking:

- “Excuse me, could you tell me how to get to the railway station?”
- “Is there a pharmacy nearby?”

Giving:

- “Go straight for two blocks, then turn right. It’s next to the ATM.”

D. Thanking and Responding

Thanking:

- “Thank you so much for your help.”
- “I appreciate it.”

Responding:

- “You’re welcome.”
- “No problem at all!”

E. Agreeing and Disagreeing

Agreeing:

- “I agree with you completely.”
- “That’s a good point.”

Disagreeing (Politely):

- “I see your point, but I think...”

- “I’m not sure I agree. My view is...”

F. Seeking and Giving Advice

Seeking:

- “What should I do in this situation?”
- “Can you suggest something?”

Giving:

- “You should take a short break and relax.”
- “Why don’t you talk to your teacher about it?”

G. Making Suggestions

Common Phrases:

- “Let’s...”
- “How about...?”
- “We could...”

Examples:

- “Let’s go to the library after class.”
- “How about practicing together before the exam?”

Practice Ideas

Activity

Objective

Role plays (asking directions, giving advice) Real-life conversation skills

Blog writing practice

Writing fluency & tone awareness

Narration practice

Storytelling, structure, past tense usage

Dialogue practice

Clarifications, suggestions, politeness

Activity

Objective

UNIT-1 V

CALL Lab:

Understand: Listening for General Details.

Practice: Listening Comprehension Tests - Testing Exercises

1. Understanding: Listening for General Details

Listening for general details is the skill of understanding the **main idea** and important supporting information from spoken content, without focusing too much on specific words.

Purpose of Listening for General Details

- To **grasp the overall meaning** of what is being said.
- To identify **key points**, such as who, what, where, when, why, and how.
- To develop **note-taking skills** during audio input.
- To enhance listening ability in **real-life situations** (e.g., news, conversations, lectures).

Types of Listening Materials

- **Dialogues** **or** **Conversations**
E.g., between a customer and a service agent.
- **Short Stories** **or** **Anecdotes**
E.g., a story with a moral or message.
- **Speeches** **and** **Presentations**
E.g., TED Talks, motivational speeches.
- **News** **Broadcasts**
E.g., short audio clips from BBC or All India Radio.

Key Strategies

1. **Preview the Topic (if available)**
– Read any intro or title before listening to guess the theme.

- | | | |
|---|----------------|------------------------------|
| 2. Focus | on | Keywords |
| – Pay attention to nouns, verbs, and time/place references. | | |
| 3. Ignore | Unknown | Words |
| – Don't get stuck. Focus on overall meaning. | | |
| 4. Take | Quick | Notes |
| – Write down important points as you listen. | | |
| 5. Listen | for | Tone & Intonation |
| – Helps in understanding emotions or emphasis. | | |

2. Practice: Listening Comprehension Tests

Exercise Types

Task Type	What You Do
Multiple Choice Questions	Choose the best answer after listening.
True/False	Identify correct or incorrect statements.
Fill in the Blanks	Write missing words from the audio.
Match the Columns	Match people/events with descriptions.
Short Answer Questions	Answer brief questions about the audio.

Sample Listening Task

Audio Clip Summary: A student discusses their study abroad experience in the UK.

Tools for Practice

- **BBC Learning English**
- **Ello.org** (English Listening Lessons)
- **YouTube channels** with listening comprehension practice
- **Self-recording for playback and evaluation**

Benefits of Listening Practice

- Improves **comprehension speed**

- Enhances **vocabulary retention**
- Builds **context understanding**
- Trains you to listen effectively in real-life scenarios

ICS Lab:

Understand: Public Speaking – Exposure to Structured Talks - Non-verbal Communication- Presentation Skills.

Practice: Making a Short Speech – Extempore- Making a Presentation.

Exercise – V

1. UNDERSTAND: Public Speaking Concepts

A. Public Speaking

Public speaking is the art of delivering a speech to a live audience with the intent to inform, persuade, entertain, or inspire.

Key Features:

- Clear structure (intro, body, conclusion)
- Audience awareness
- Confident delivery
- Use of examples/stories

Example:

Speech on “*Importance of Time Management*”

→ Begin with a quote, state the importance, share personal tips, and end with a call to action.

B. Structured Talks

A **structured talk** follows a clear outline:

1. Introduction

- Greet the audience
- Introduce your topic

- Share a hook (quote/statistic/question)

2. Body

- Present 2–3 main points
- Support each with examples or data

3. Conclusion

- Summarize your points
- Offer a closing thought or suggestion

Tip: Use transitions like “*Let’s move on...*”, “*Secondly...*”, “*To conclude...*”

C. Non-verbal Communication

Non-verbal cues can **enhance or weaken** your speech. These include:

Type	Examples
Eye contact	Helps build connection
Facial expressions	Show emotion & engagement
Gestures	Emphasize points (use naturally)
Posture	Upright posture = confidence
Voice modulation	Vary tone, pitch, and pace

D. Presentation Skills

Delivering a **presentation** involves:

- Speaking clearly and concisely
- Using slides or visuals effectively
- Managing time (2-3 min intro, 5-6 min body, 1 min closing)
- Handling audience questions

Tips:

- Don't overcrowd slides (use bullet points)
- Rehearse your timing
- Practice using visual aids

2. PRACTICE ACTIVITIES

A. Making a Short Speech

Duration: 1–2 minutes

Topics: “My Role Model,” “Importance of Reading,” “Climate Change”

Structure:

- Greeting
- Opening statement
- 2–3 key points
- Closing line (quote/appeal)

B. Extempore (Impromptu Speaking)

Definition: Speaking on a random topic with little or no preparation.

Tips:

- Take a few seconds to think
- Organize your points (e.g., Past → Present → Future)
- Speak confidently, even if unsure

Example Topics:

- If I were the Principal for a day...
- The best invention of all time
- Online classes vs. traditional classrooms

C. Making a Presentation

Steps:

1. Choose a topic (e.g., Social Media Impact, Renewable Energy)
2. Prepare 5–7 slides:
 - Title
 - Introduction
 - Main Content (2–3 slides)
 - Conclusion
 - Q&A slide
3. Rehearse aloud
4. Practice body language and slide transitions
5. Prepare for possible questions

Summary of Key Skills

Skill	Focus Area
Public Speaking	Structure, clarity, confidence
Structured Talks	Logical flow, transitions
Non-verbal Communication	Body language, facial expressions
Presentation	Visuals, timing, interaction
Extempore	Spontaneity, clarity under pressure

UNIT-V

CALL Lab:

Understand: Listening for Specific Details.

Practice: Listening Comprehension Tests -Testing Exercises

Listening for specific details means focusing on **precise pieces of information** within an audio clip rather than just understanding the general idea.

Purpose of This Skill

- To **locate key facts** like names, numbers, dates, places, actions, or opinions.
- Useful in **note-taking, exams, interviews, and real-life tasks** (e.g., booking info, instructions).

Common Information to Listen For

Type of Detail	Example
Names	“Dr. Smith will lead the seminar.”
Dates/Times	“The event is on 15th May at 10 a.m.”
Numbers/Prices	“It costs about 750 rupees.”
Locations	“Meet me at Gate No. 2.”
Specific Instructions	“First, press the red button...”
Opinions or Decisions	“He decided not to attend the meeting.”

Techniques to Improve This Skill

1. **Read questions before listening** (if available)
→ Helps you know what to focus on.
2. **Listen actively** for cues like:
 - “The exact number is...”
 - “Make sure to...”
 - “Don’t forget to...”

3. Use **abbreviations** or symbols when note-taking.
E.g., ₹ = rupees, w/ = with, @ = at
4. **Practice re-listening** and comparing your answers.

PRACTICE: Listening Comprehension Tests

Activity Formats

Format	Task
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Fill in the Blanks	Write missing details from the audio.
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Multiple Choice	Choose the correct detail heard.
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Short Answer	Respond with exact information (e.g., “What time?”).
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True/False	Verify factual accuracy.
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Sample Listening Task

Audio

Summary:

A receptionist explains the hotel check-in process.

Sample Questions:

1. What time is the check-in?
→ *Answer: 2:00 p.m.*
2. How much is the breakfast charge?
→ *Answer: ₹300*
3. True or False: The hotel offers free Wi-Fi.
→ *Answer: True*

Practice Tools

- **TED-Ed** (short, detailed talks)
- **British Council Listening Practice**
- **Cambridge Listening Sample Tests**

- **YouTube Channels** (e.g., BBC Learning English)

. Benefits of Practicing This Skill

- Helps in **academic listening** (lectures, instructions)
- Improves **test performance**
- Trains you for **real-world scenarios** (flights, announcements, medical info)

Quick Tips for Success

- **Don't panic** if you miss something — many tests play audio twice.
- Stay **calm and focused**; every word may not be important.
- Practice different **accents** (Indian, British, American).

ICS Lab: Group Discussion (GD)

1. UNDERSTAND: What is a Group Discussion?

A **Group Discussion (GD)** is a **structured conversation** where a group of participants share and discuss their ideas on a given topic.

- Common in **job interviews**, **college admissions**, and **academic settings**.
- Tests **communication skills**, **teamwork**, **leadership**, **critical thinking**, and **clarity of thought**.

Purpose of GD

- To evaluate how well you express ideas in a group.
- To test your listening and response skills.
- To assess leadership and team cooperation.

Types of GD Topics

Type	Examples
Factual Topics	"Online education vs. Traditional education"
Abstract Topics	"Time is Money"

Type	Examples
Controversial Topics	"Should mobile phones be banned in schools?"
Case-based Topics	A scenario is given; you analyze and discuss

Skills Evaluated in GD

- **Communication:** How clearly and confidently you speak.
- **Content:** How well you know the topic and express your ideas.
- **Team Skills:** How you listen, agree, disagree politely, and include others.
- **Leadership:** How you guide the group and keep the discussion on track.

Phases of a Group Discussion

1. Initiation

- Start the discussion with a strong opening.
- Set the tone and context.
- Example: *"Let's begin by looking at how this issue affects young people."*

2. Body of the Discussion

- Share opinions and support them with facts or examples.
- Listen and respond to others' points.
- Build or counter arguments logically.

3. Summarization

- Anyone can conclude by summarizing key points.
- Try to bring consensus if possible.
- Example: *"So overall, we agree that..."*

ICS LAB

Understand: Group Discussion

Practice: Group Discussion.

GD Practice Guidelines

- **Group Size:** 6–10 participants

- **Time:** 10–15 minutes
- **Rules:**
 - Speak respectfully
 - Don't interrupt
 - Don't dominate or stay silent

Practice Topics

1. “Impact of Social Media on Youth”
2. “Is Technology a Boon or a Bane?”
3. “Should Uniforms Be Made Optional in Colleges?”
4. “Artificial Intelligence: Threat or Opportunity?”
5. “Work from Home – The New Normal?”

Useful Phrases

- I agree with your point because...
- Adding to what she said...
- I see your point, but I feel...
- Let me summarize the discussion...
- Let's give someone else a chance to speak...

Common Mistakes to Avoid

- Speaking too much or too little
- Interrupting others
- Getting emotional or off-topic
- Using vague or irrelevant points

Tips for Success

- Stay updated on **current events**
- Practice **speaking in groups**
- Work on **pronunciation and fluency**
- Watch GD videos and analyze good responses