TRAINER MANUAL FOR JOSH

A State Wide Program on Soft Skills Development

An initiative of Punjab Government Punjab EDUSAT Society
OBJECTIVE:

Written with the objective of serving the needs of all those offering professional training in VOICE & ACCENT. This manual will help in standardizing the process of training. This is an elementary but detailed manual with enough information, to facilitate the trainer, with general rules that will make the trainer’s task of teaching easy.

DESIGN

This manual consists of the Introduction to Josh Program, Voice and Accent sessions, facilitation skills and language software usage skills.
**CONTENT**

Session 1  Introduction and objectives of Josh Program  
Session 2.  Content and Coverage of the program  
Session 3  Introduction to Accent, vowels and consonants  
Session 4.  -do-  
Session 5.  Long Vowel I sound Short ih and ee sound  
Session 6.  Sound eh and ae  
Session 7.  Sound Ah and E  
Session 8.  Sound Aw, oh & 9(schwa)  
Session 9.  Sound uh and oo  
Session 10.  Sound ow/oi eu  
Session 11.  Sound Aye, Oa, ew  
Session 12.  Comprehensive Vowel sound practice  
Session 13.  Introduction to Consonants  
Session 14.  Sound v & w  
Session 15.  Sound t, d  
Session 16.  Sound p, b  
Session 17.  Sound s, sh  
Session 18.  Sounds z/j/zh  
Session 19.  Sound Th and The  
Session 20.  **Sound r/l**  
Session 21.  Syllable & Syllable division  
Session 22.  Syllable Stress  
Session 23.  Pronunciation & Syllable Stress  
Session 24.  Voice Modulation & Intonation  
Session 25.  Introduction to software  
Session 26.  Course Facilitation Skills  
Session 27.  Demo Session  
Session 28.  Q and A session
SESSION 1 and 2
Introduction to Josh and Content Coverage

What are Soft Skills?
• People’ skills
• Effective Communication Skills
• The personal values and interpersonal skills that determine an individual’s ability to adjust to various environments.

Why are soft skills important?
Taking advantage of the emerging sectors in terms of a career
• Becoming a globally acceptable professional
• Creating self confidence
• Building rapport with colleagues
• Coping with difficult and conflicting situations
• Learning to react positively and objectively.

Josh
• A statewide program for soft skills development integrated with the curriculum of all schools and colleges
• Upgrade manpower in Haryana to meet the emerging requirements
• End to End solution with industry involvement – from Training to Placement assistance

Objective
• To increase the employability of the students.
• To create awareness about the employment opportunities available.
• To build the relevant skill sets as functional skills are not enough.
• To create a robust placement cell and increase placement assistance to students
• Standardized high quality training to the remotest locations
• Creates a career focus
• An environment for positive change
• Imparts a possibility attitude
• Exposure to cutting edge technology
Implementation Methodology

3 Pronged Approach

- Standardized e-learning Modules to be run through EDUSAT
- ILT at the campus through pre identified and pre trained teachers from the campus
- Practice to be provided through the Computer Based Training Software at the campus

1. E Learning

Customized training videos have been designed for the students of schools and colleges of Haryana.
Session wise broadcast will be done via EDUSAT
Annual Updates will be created and added enhancing program efficacy with time

2. Instructor Led Training

Handpicked teachers from each school and college to be trained for one week on the program and all its elements
They would support the students with the understanding of the program as it rolls
They would be exposed to refresher training programs every six months.

3. Computer Based Training

Special software designed to help students practice their learning
The software to be installed in every school and college across
The trained teachers would have complete know how on software usage and help the students in using the same
Modules

Voice and Accent
- Introduction to Accent
- Introduction and understanding of vowels
- The concept of long and short vowels
- The main vowel sounds like aw and oh, oo and uh
- i, ee, ih, eh and ae
- E and ah
- Diphthongs like aye, ow, oi, oa, ew and ea
- Introduction to consonants
- Manner and Place of articulation of consonants
- Important consonant sounds and their correct enunciation.
- Consonants t, d, v, w
- Consonants p, b, s, sh
- Consonants z, j, zh, r and l
- Rate of Speech
- Voice Modulation
- Intonation

Communicative Grammar
- Parts of speech
- Sentence construction
- Tenses
- Articles
- Subject verb agreement

Vocabulary Building
- Sessions on building vocabulary for better expression.
- Talking about school, college, home, city food etc.

Conversation Skills
- Conversations based on etiquette and courtesy, eating out, going on trips, visiting a doctor, talking about dreams etc. to help students build basic conversation abilities.

Soft skills
- Attitude, Personal Grooming, Body Language etc.
- Telephone etiquette
Session 3 & 4
INTRODUCTION TO VOICE & ACCENT

What is Accent?

Accent is a characteristic pronunciation especially determined by the regional or social background of the speaker. There are different accents like American, British, and Australian etc... But, our aim is not to teach you a particular accent but to neutralize & globalize your Accent.

There exists no language the spoken form of which can be learnt directly from its written form. This is so because no language is written exactly as it is spoken. In other words, in no language is the relationship between the sound and the spelling perfect. And, in a language like English such relationship does not even begin to be satisfactory. This makes the need for a special course in spoken English all the stronger.

A course in spoken English can take the form of either a course in ‘what to say’ or a course in ‘how to say’.

Components of Accent

There are 3 main parts to an accent:

Intonation
Pronunciation
Rate of Speech

We would take these components separately one by one in the following units.

What are VOWELS?

Speech sounds are broadly categorized as Vowels & Consonants. Vowels are those sounds during the utterance of which the air escapes freely, without any obstruction. In written English there are 5 vowels i.e. a, e, i, o, u. But, in spoken English there are 20 vowel sounds that are made either by vowels themselves or with the vowels in combination called Diphthongs.

A single written Vowel Can produce multiple vowel sounds. Let’s understand how. Let’s take an example of “a” as a written vowel. But look at how a single written vowel “a” can produce multiple spoken vowel sounds. Let’s pronounce these words:

Cat ae
Father ah
Account schwa
A single vowel in written English gives us multiple sounds in spoken English.

20 VOWEL Sounds

<table>
<thead>
<tr>
<th>ih</th>
<th>pretty</th>
<th>eh</th>
<th>well</th>
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</thead>
<tbody>
<tr>
<td>ae</td>
<td>man</td>
<td>aw</td>
<td>bought</td>
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<tr>
<td>U</td>
<td>up</td>
<td>uh</td>
<td>good</td>
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<tr>
<td>I</td>
<td>nine</td>
<td>ee</td>
<td>machine</td>
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<tr>
<td>E</td>
<td>day</td>
<td>oh</td>
<td>note</td>
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<tr>
<td>ew</td>
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<td>ea</td>
<td>near</td>
<td>ah</td>
<td>far</td>
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<tr>
<td>oa</td>
<td>poor</td>
<td>eu</td>
<td>pure</td>
</tr>
<tr>
<td>aye</td>
<td>hair</td>
<td>oi</td>
<td>boy</td>
</tr>
<tr>
<td>ow</td>
<td>out</td>
<td>schwa</td>
<td>ago</td>
</tr>
</tbody>
</table>

Vowels are of three types:

**Lip Vowels**
- ah fast
- aw fought
- oh photo
- oo fool

**Tongue Vowels**
- ae fat
- E fate
- ee feet
- ih fit

**Long Vowels**
- ee beet
- oh boat
- E bait

**Short Vowels**
- ih bit
- aw bought
- eh bet

**Rounded Vowels**
- oh shone

**Unrounded Vowels**
- aw shot

Activity - Identify the words with the short vowel sounds:

Tick the word with the short “ae” sound:
Mat Pot Cup

Tick the word with short “eh” sound:
Snake Tube Bell
Tick the word with short “ih” sound:
Telephone   Cap   Pin

Tick the word with short “aw” sound:
Duck   Frog   Rat

Tick the word with short “uh” sound:
Pull   Pole   Pool

Activity-Identify the words with the long vowel sounds:

Tick the word with long “E” sound:
Cat   Cake   Cup

Tick the word with long “ee” sound:
Plate   Feet   Steak

Tick the word with long “I” sound:
Fish   Light   Elephant

Tick the word with long “oh” sound:
Boots   Frock   Boat

Tick the word with long “oo” sound:
Parachute   Good   God

CONSONANTS

A consonant is a sound in spoken language that is characterized by a constriction or closure at one or more points along the vocal tract. The word consonant comes from Latin meaning “sounding with” or “sounding together”.

While vowels are pronounced from the vocal cords with minimal shaping of expelled breath, consonant sounds are created through obstruction or channeling of the breath by the lips, teeth, tongue, throat, or nasal passage, variously combined. Some consonants, like B, involve the vocal cords; others don’t. Some, like R or W, flow the breath in a way that steers them relatively close to being vowels.

There are 21 consonant letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), and there are 24 consonant sounds in most English accents.

- A consonant sound is produced by shaping, stopping or blocking the air stream as it passes through the nose or mouth.
- The position of the articulators will affect the consonant sound.
- A consonant sound can be voiced or voiceless.
Why Work on Consonants?
- Indian consonant sounds are harsher than English consonant sounds.
- Need to soften the consonant sounds.
- To get speech clarity.
- To build resonance.
- Some of the English consonant sounds are missing in certain regional languages. E.g. zh, sh, f etc. Need to learn these sounds to speak correct English

Consonants are of two types:

The Voiced Consonants
This involves the muscular activity of the tongue as well as the activation of the Vocal chords.

The Unvoiced Consonants
These are made by the muscular expulsion of breath without the vocal chords being activated.

Activity
Listen to the words and decide whether it has s sound or z sound.
1. eyes
   nose
   wrist
   ears
2. walls
   waltz
   wells
   ways
3. carrots
   apples
   peas
   raisins
4. pleasing
   pleasant
   please
   pasta
5. deserve
   daisy
   serve
   design
6. single
   seize
   size
   sings

Activity: Choose the most logical response.
1. Rope/robe
   A. I’m going to tie the dog.
   B. I want to cover myself.
2. Write/ride
   A. In my diary.
   B. In the park on my bike.
3. Gold/cold
   A. It was full of ice.
   B. It was very expensive.
4. Fan/van
   A. I need more room for the family.
   B. The weather is very hot.
5. (B / v)
   A. Yes, its spelled v-e-r-y.
   B. Yes, its spelled b-u-r-y.

**Word Stress**

*English is a stressed timed language. Word stress refers to stressing upon a syllable in the word. In other words, word stress means a prominent syllable. As a general rule only one syllable is stressed in a word.*

**How to pronounce a stressed syllable?**
*When a syllable is stressed, it is pronounced:*
- Longer in duration
- Higher in pitch
- Louder in volume

*How do you say teacher?*
- Longer: teeereer cher
- Higher: teeecher
- Louder: TEAcher
*All three combined: TEEEEcher*

**Intonation**

Intonation is the term used to refer to the distinctive use of different patterns of pitch that carry meaningful information. Pitch is the rate of vibration of the vocal folds. When we speak, normally the pitch of our voice is constantly changing. We describe pitch in terms of high and low.

**Let's consider the following example:**
*Question: What is the difference between the two sentences?*
1. He is going tomorrow.
2. He is going tomorrow?
The melodies of the two sentences are different.
The melody of the first sentence drops at the end making it a statement.
The melody of the second sentence rises at the end making it a question.
These sentence melodies are called intonation.

**Rate of Speech**
Asians are known to speak at almost twice the pace as people in the west, making business communication very difficult. A fast rate of speech gives the impression of an anxious and ineffective person. Speech is very hard to understand. You have to facilitate communication. It’s your job to make an effort to understand and to be understood.

SESSION 5   LONG Vowel I, ih and ee Sounds

I  outshine  pry  science  satisfy  modify
my  decline  pliant  science  why  modify
smile  decline  shy  classify  try  remind

Activity: A Short Quiz

Identify the words with the ‘I’ sound from the word groups.

1. big       tie       tree
2. kind      practice  pistol
3. win       wind      bind
4. blind     bend      bin
5. free      fit       fight

The I Sound in Sentences.

Why don’t you try and go by the dry patch.
I want to try the dried pie.
I’m twice your size in the height.
I tried to get the guy to buy my bicycle.
I liked the shy guide and sighed.
Science is my favorite subject.

Fill in the blanks with the words with ‘I’ sound.

1. The sun was shining ______ly.
2. He took ______de in his son’s achievements.
3. ____ve your car on the left side of the road.
4. Reality shows offer big ____ze money to winners.
5. I will catch a ____ht from the airport.

Activity 3 Ask trainees to give words with long vowel I sound & randomly ask trainees to frame words into sentences.
Short /i/ & /ee/ Sounds

Words with Short /i/ Sound

- is
- village
- office
- vision
- annoying
- before
- six
- become
- religion
- gift
- artist
- beyond
- river
- pretty
- children
- hill
- begin
- sister

The short /i/ in Sentences

Linda is a pretty girl with good English.
Women follow traditions in a big way.
Jim is busy doing a technical training.
Listen to this ridiculous bit from history.

Words with /ee/ Sound

detailed
clean
peel
keep
speak
dreams
between
need
meet
breathe
feelings
people
sleep
fleet
leaders

Sentences with /ee/ sound

I see people in detail in my dreams.
The BPO industry is indeed growing in India.
I wish to live on the beach and take a dip in the sea every evening.
The peacock is a pretty bird, especially in the monsoon season.
An interest in reading will broaden your vision and improve your English.

Exercise

Now make some more words by writing -ea- or -ee- in the gaps:

gr___dy .
. pl____sed
. b___troot
. icecr___m
tr____ment
. bl___k
f___ture
agr____ment .
fr____zing
m____ning
. t____th
w____kend
. cr____ture
str____
gr____se
b____chboy
### Difference in Small ih and ee

<table>
<thead>
<tr>
<th>Long</th>
<th>Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat</td>
<td>It</td>
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<tr>
<td>Beat</td>
<td>Bit</td>
</tr>
<tr>
<td>Keys</td>
<td>Kiss</td>
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<tr>
<td>Cheek</td>
<td>Chick</td>
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<tr>
<td>Deed</td>
<td>Did</td>
</tr>
<tr>
<td>Feet</td>
<td>Fit</td>
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<td>Green</td>
<td>Grin</td>
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<td>Heat</td>
<td>Hill</td>
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<tr>
<td>Jeep</td>
<td>Jill</td>
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<td>Creep</td>
<td>Crib</td>
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<tr>
<td>Leap</td>
<td>Lip</td>
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<td>Meal</td>
<td>Mill</td>
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<td>Neat</td>
<td>Knit</td>
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<tr>
<td>Peel</td>
<td>Pill</td>
</tr>
<tr>
<td>Reed</td>
<td>Rid</td>
</tr>
<tr>
<td>Seek</td>
<td>Sick</td>
</tr>
<tr>
<td>Sheep</td>
<td>Ship</td>
</tr>
<tr>
<td>Sleep</td>
<td>Slip</td>
</tr>
<tr>
<td>Steal</td>
<td>Still</td>
</tr>
<tr>
<td>Streep</td>
<td>Strip</td>
</tr>
<tr>
<td>Team</td>
<td>Tim</td>
</tr>
<tr>
<td>These</td>
<td>This</td>
</tr>
<tr>
<td>Thief</td>
<td>this</td>
</tr>
<tr>
<td>Weep</td>
<td>Whip</td>
</tr>
</tbody>
</table>

### Exercise: Fill in the blanks

A farm animal with broad snouts and a curly tail.  
A female ruler of a country or the wife of a king.  
A large stream of water.  
To speak or say something very quietly.  
A sound made when one is frightened.

---

Exercise: Fill in the blanks

A farm animal with broad snouts and a curly tail.  
A male ruler of a country who is a member of a royal family.  
A female ruler of a country or the wife of a king.  
A large stream of water.  
To speak or say something very quietly.  
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Exercise: Fill in the blanks

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A large stream of water.  
To speak or say something very quietly.  
A sound made when one is frightened.
SESSION 6 - eh & ae Sounds

**Words with eh sound**

<table>
<thead>
<tr>
<th>Delhi</th>
<th>energy</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>favourite</td>
<td>relatives</td>
<td>heavy</td>
</tr>
<tr>
<td>hesitant</td>
<td>education</td>
<td>selection</td>
</tr>
<tr>
<td>never</td>
<td>merit</td>
<td>merry</td>
</tr>
<tr>
<td>leg</td>
<td>many</td>
<td>envy</td>
</tr>
</tbody>
</table>

**Activity: Complete the story using the words given in your workbook.**

bed   eldest   vegetables   felt   insect   well   check  
member reddish expect helped friends  

Ravinder was the _ _ _ _ _ _ son in the family. He always _ _ _ _ _ all the other family _ _ _ _ _ _ _ and also his _ _ _ _ _ _. One day he was bitten by an _ _ _ _ _ _. He _ _ _ _ _ a lot of pain in his arm which had turned _ _ _ _ _ _ in colour. He went to the doctor for a _ _ _ _ _ up and was advised _ _ _ rest for ten days. His family made a lot of green _ _ _ _ _ _ _ _ _ _ for him and told him to _ _ _ _ _ a lot of friends. He got _ _ _ _ in no time.

**The 'eh' sound in sentences**

1. He dropped his pen on her head.
2. I entered the empty room.
3. My best friend is my personal diary.
4. I scored much less than what I expected.
5. The exam has both objective and subjective questions.
6. Men prefer intelligence more than beauty in women.

**Words with ae Sound**

fact actually graduation 
travel canter pamper 
lad man astray 
sham strap thank 
cattle Bangalore ample 
attitude apple manager
Activity: Complete the story using the words given in your workbook.

land    battle    bandages    analyze    wrapped    chapter
lack    packets    back    action    blankets

The …… of the Stalingrad was fought between Nazi Germany and the Soviet Union in the bitter winter of 1943. When we …….. the results of this epic…….. we realize that this was the first instance in the World War II that the Germans were pushed …….. It was the single most destructive…….. of the war fought on ……….. The bitter cold coupled with a severe ……… of ……… made the situation even darker. The injured soldiers were ………. in ……….. and there was a shortage of food ………. The ……… continued for three months till the Germans surrendered.

Sentences with ae sound

1. The man who showed us magic was wearing black pants.
2. I am having snacks.
3. It is a factory that produces candies.
4. Practice makes a man perfect.
5. The cat balanced on a thin rope.
6. The salad is fantastic.

Fill the blanks with ‘eh’ and ‘ae’ sounds:

- I love s_ndwi_ _ _ es made of brown br_ _ _.
- The r_d _pp_e is so tasty.
- The c_n_ _ e h_s a bright y_ll_ _ flame.
- My b_ _ck sw_ _ _r has r_ _ stripes on it.
- Green leafy v_ _e t_bl_ _s are a must for good h_ _lth.
- The air h_st_ss is st_ _ ing in the plane.
- The fruit sa_ _ d is v_ _ y delicious.
- C_bb_ge and pumpkin are not fruits

Activity: Pick the odd one out:

- Ant
- Rat
- Kangaroo
- Elephant

- Hen
- Cat
- Chimpanzee
- Camel
• Jelly Fish
• Bat
• Hedgehog
• Zebra

• Woodpecker
• Heron
• Alligator
• Leopard

**Sentences with eh & ae sounds**

Anna sat down after losing the first set.
The brave men manned the hostile border.
The camel went to the chemist and said he was sad
Her head had hurt all night.
Then he asked if Kevin was taller than Keith.
Let’s bet on Sachin’s bat.
The fat boy went to the fete.
He got a message from her in the massage parlour.
He’s eating a red radish.
His dad is unfortunately dead.
He went to bed with a bad cold.
He was merry ‘cos he didn’t marry.
When will the van start working?
Please hand over the hen.
She was happy to go out with her hen-pecked husband.
He lagged behind the other because of a leg injury.
The beggar carries a big bag.
He kept the cap.

Home task: Ask the trainees to write Tongue Twisters using all the Vowel sounds covered in the class so far.
Session 7. E and Ah Sounds

Words with E sound:

Monday play maintain
made plate great
mainly gained flavours
inculcate taken motivation
trained blame feign
crane state freight

Exercise: Fill in the blanks using the following words:

famous nation rays pray brave

• We should ——— to God everyday.
• India is a ——— with diverse culture.
• The sun ——— brightened the whole sky.
• Kashmir is ——— for its scenic beauty.
• The army men are very ———.

Sentences with ‘E’ sound

• We trained for eight days.
• Kanika has departed for France to play football.
• I will go to the market on Wednesday.
• Have you passed or failed the exam?
• It was raining very heavily today.

Activity: Identify the words with ‘E’ sound in the following passage.

A Day by the Lake

I went to my village which has a small lake. I planned a picnic near the lake with my friends. We had taken some sandwiches, cakes, juice and paper plates. We sat near the lake and ate everything. After that we went for boating in the lake. Then the sunrays got dim and the sky got dark. Before we could leave the place it started raining. So we ran towards our house but got wet by the time we reached home.

Words with Ah sound:

father lather farmer shark
Activity: Fill in the blanks using the following words:

- apartment
- plastic
- hard
- fast
- bath
- market
- sharp
- castle

The dolls are made out of ________.
We should take a ________ everyday.
She went to the ________ to buy eggs.
HarpREET is cutting apples with a ________ knife.
The king lived in a huge ________.

The ‘ah’ sound in sentences:

- I have passed the exam with flying colours.
- She was a very good dancer.
- The judge gave a pardon to the convict.
- This soap gives a lot of lather.
- Rahul is studying in class five.
- Raman’s grandfather suffered a major heart attack.

Activity: Choose the correct response:

- (flowers/flavours)
The garden has a lot of ________.
The ice cream has different ________.

- (power/paper)
The king had a lot of ________.
We write on ________

- (barks/break)
The cat mews and the dog ________.
The children were playing during the ________.

- (Shark/Shake)
The most dangerous fish in sea is the ________.
My favorite drink is the mango ________.

- (farm/fame)
My grandfather lives on a ________.
Tendulkar has earned a lot of ————.

Activity: Identify the ‘Ah’ sound words in the following passage.

A Day in a Metro City
I went to Delhi in March. Delhi is the capital of our country India. It is a big city with lots of people, scooters, cars, buses and trains. The people live in apartments in huge buildings. Every building has a park with lots of trees and flowers. I saw historical monuments like India Gate, Red Fort and Kutub Minar. The city never sleeps and keeps moving moving fast.

SESSION 8 aw, oh & 9(schwa) Sounds

Words with aw sound

also  bore  always  bought
awesome  caught  awful  thought
false  volume  tall  zombie
talk  yawn  call  lost
straw  crawl  shock  fawn

Exercise: Fill in the blanks using ‘aw’ sound.
• Niagara ____ls is the highest falls in the world.
• The children are playing with the basket______l.
• He got a __________ship from his school.
• __________ys walk to your left on the road.
• Roses have ______ns.

Sentences with aw sound.
• He dropped a bottle on the box.
• Cross the road with caution.
• He was shocked to see such a huge ball made of copper.
• Lock the room properly.
• Maggi sauce is made from red tomatoes.

Words with oh sound

boat  joke  chose  vote
don’t  though  only  phone
slow  throw  stole  goes

Sentences with oh sound
• A scare crow should be kept in open fields.
• I will follow you like your shadow.
• The show starts at four o clock.
• Smoking is injurious to health.
• I am pretty hopeful that I will find a decent house.

Exercise: Fill in the blanks with oh sound words.

• My favorite colour is ___________ow.
• The _____t ate all the grass.
• She is feeling sad because she is _____ly.
• The teacher asked them to take down the _____es.
• Give me some hot soup in a _____l.

Commonly mispronounced words ‘Aw’ sound

• job always solve clock want was

‘Oh’ sound
• only’ notes coke show phone

Exercise: Choose the right word.

• (clock/cloak)
  It is used for seeing time.
  It is worn by kings.

• (God/goat)
  We offer prayers to HIM.
  It eats all the grass in the field.

• (walk/woke)
  Past tense of wake is.
  We go for this every morning

• (bought/boat)
  We cross the river on this.
  Past tense of Buy.

• (tall/toll)
  It refers to height.
  Roadways take this for the road tax.

• (hall/hole)
  Parties are held in this.
  We can peep through this.

Words with 9 (schwa) sound
Sentences with 9 (schwa) sound
Tim’s neighbour keeps on disturbing him.
He wants to become either a doctor or an actor.
I went around the theatre.
A while ago I ate a potato and a tomato.
Among them nobody was allowed to move about or else they would get arrested.
The governor succumbed to the frivolous demands of the labour union.
You should do a thorough study of the documentary.
Neither the magician nor the musician could make the sad princess happy.

Make the trainee practice these sounds using your hand to demonstrate the way your mouth opens for each sound.

mah maw moh moo
pah paw poh poo
tah taw toh too
lah law loh loo

Home task*: ask the trainees to write rhyming words for aw and oh sound and frame them into sentences.
Session 9: oo and uh Sounds

Word with oo sound

blue pool true tomb
shoe canoe june route
beauty juice truth flute
rude prove group two

Exercise: Fill in the blanks using the words given in your workbook.

fruits blue noodles maroon roof moon soupy
toothache zoomed goose bumps cruise smoothly through

1. She is wearing a ..... and .......... dress.
2. The .......... sailed ..........
3. I love .......... noodles.
4. The camera .......... in on the plate full of ..........
5. I have a terrible ..........
6. You can see the full ........ from the ........ top.
7. I had ........... while watching Aahat.
8. On your way to Shimla, you will go ........ 113 tunnels.

Sentences with oo sound.

The cool winds drew the blue birds inside
Sue knew the truth.
Luke shooed Lucy at the school pool
Ruth went to the booth to show her tooth.
Choose the blue dress for the new moon.

Words with uh sound

put bull sugar butcher foot wool wood look
wolf should woman pull push hood stood book

Sentences with uh sound

He stood on the wood to look taller
The wolf tried to pull the wool away from red riding hood.
If I could I would, but should I?
The bull ate the butcher’s sugar.
Activity: Fill in the blanks using the given ‘uh’ sound words.

took          pudding       book       put          sugar       wood
wolf          would         took       looked       push

1. Let me ……. some ………. in the tea.
2. Keep the ............ on the shelf.
3. Pineapple ............... is too sweet.
4. He ......... bath at seven in the morning.
5. He .......... at the ..........and fainted.
6. .............you mind if I ask you something?
7. A ..........pecker is a very pretty bird.
8. ........... the door to open it.

Activity: Listen to the story carefully and underline the ‘oo’ and ‘uh’ sound words.

Choosing a destination for an adventure trip is a difficult task. We chose the nearest place to Chandigarh which is Kasauli.

We were a group of five friends and we hired a maroon Maruti Zen with blue seat covers. The engine failed so we had to push the car a bit. We also put some food items in the car like chips, fruit cakes, vegetable soup in a flask and a few Kurkure packs to munch on.

We decided to go to the woods. By the time we reached Kasauli, it was noon. The wind was cool so we wore some woolen clothes. We pitched our tents and cooked rooster on the barbecue. We also prepared yummy noodles and as a desert we made a pudding with excessive sugar in it to give ourselves more energy. At night we decided to visit a graveyard.

As we reached the graveyard, we saw a wild goose roaming about. We also saw strange things like a whole troop marching by, in huge boots, shooting in the sky and a wolf howling in the direction of the moon. We took out our camera to click a picture and zoomed in on the scene.

While looking at all this, we had goose bumps and we thought that we should get out of there. Together we ran for our lives and reached Chandigarh.

A few days later when the photographs got developed...there was nothing in them. It was then, that we realized that the men in the troop were ghosts and all the animals were ghost as well.

We all swore that we will never make such a stupid plan again.

Exercise: Fill in the blanks.

- I like to have a bowl of _____ before dinner. (Soup/Scoup)
- There is a _____ breeze blowing outside. (Cool/Coal)
- The pillows and _____ are lying on the bed. (Cushion/Coupons)
- In schools we have to follow ______and regulations. (Rules/Notes)
- In winters we wear ______clothes. (Woolen/Silk)
- She loves to go swimming in the _____.(pull/pool)
- The baby _____ with delight. (cooed/ could)
- The boy ............ on the stool. ( stewed/ stood)
- The tank was .......... of water. (full /fool)
Session 10- ow, oi, and aye Sounds

- Diphthongs are basically pairs of letters that create a different sound when put together.
- These are essential if you want your Finnish to be correct.
- **REMEMBER:** These are extremely important when pronouncing Finnish words, or you will either be incorrect or not understood at all.

The Ow sound in words

- out  rowdy  thousand  about  shout
- cloud clout shroud trout doubt
- ground found brown frown account

Activity: Match the columns to form meaningful words or phrases.

- Out zero
- Down nine
- Cloud about
- Ground shine
- Thousand down
- Round pounds

The Ow sound in Sentences

- I saw the brown girl frowning.
- I found my watch lying on the ground.
- There is no doubt about the politician’s clout.
- Without the witness the case was put under the shroud.
- I heard the girl shouting loudly for help.
- The kids went to the town to see the fair.

The oi Sound in words

- boy  ointment  boil  point
- avoid annoyed voice royal
- coin destroy employ foil
- toys enjoy oyster groin

Activity: Unscramble the jumbled words

Liob
Jyeon
Snioe
Oyj
Inoc
Sybo
The oi Sound in Sentences

- Boiling the drinking water you can destroy the germs in it.
- The royal family loves to eat oysters.
- I told the boy to apply some ointment.
- He lost his job for shouting at his employer.
- The CBI foiled the terrorists ploy.
- Learn to enjoy with your toys.

‘aye’ sound in words

- air  hair  there  care  fare
- share  dare  tear  where  prayer

Activity: Choose the Correct Response.

- I went to the barber to get a (hair/ hare)cut.
- Sheena is a (fare/ fair) girl.
- On Ridhima’s birthday her father gifted her a teddy (bare/ bear).
- Please don’t (stare/ stair) at the stranger.
- I bought a (pear/ pair) of scissors for the craft classes.
- I will (ware/ wear) a red dress for the party.

Sentences with ‘aye’ sound

- She went there to get her chair.
- Where did you get your hair cut from?
- Dare you be unfair to your partner.
- Claire barely got her share.
- Don’t tear the stuffed bear.

Activity: Match the columns

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The invisible gaseous substance surrounding the earth.</td>
<td>scare</td>
</tr>
<tr>
<td>Have the courage to do something.</td>
<td>player</td>
</tr>
<tr>
<td>Fearful or anxious.</td>
<td>air</td>
</tr>
<tr>
<td>The money a passenger on public transport has to pay.</td>
<td>fare</td>
</tr>
<tr>
<td>A person taking part in a sport or game.</td>
<td>dare</td>
</tr>
<tr>
<td>A large, heavy mammal with thick fur and a very short tail.</td>
<td>care</td>
</tr>
<tr>
<td>Feel concern or interest.</td>
<td>bear</td>
</tr>
</tbody>
</table>
Session 11 - The ‘eu’, ‘ea’ and ‘oa’ Sounds

The ‘eu’ sound

- new
- few
- due
- illusion
- dilute
- cute
- queue
- confusion
- view
- diffusion
- circular
- distribution
- contribute
- secular
- virtue
- future

Activity: Identify the ‘eu’ sound words

dew
collision
distribution
social
fruit

blue
confusion
distortion
soothing
fusion

moo
combination
disorganise
secular
fiction

Sentences with ‘eu’ sound

1. She bought a new dress from the market.
2. They distributed the sweets in the School.
3. The customers were standing in the queue.
4. The van used for taking the patients is called an ambulance.
5. Barbie is the cutest doll in the world.

The ‘ea’ sound in words

- near
- dear
- earlobe
- fearless
- cheerful
- beer
- clear
- sheer
- peer
- interfere
- smear
- tear
- sneer

Activity: Match the columns.

- State of happiness
- Fear
- Laughing at someone
- Interfere
- Being afraid of something
- Cheerful
- Meddling with others affairs.
- Sneer

Sentences with ‘ea’ sound

- We should not interfere in other’s work.
- She was wearing lovely earrings in her ears.
- When the team won the game everyone cheered.
• We love our near and dear ones.
• She had tears in her eyes when she got hurt.

Underline the ‘ea’ sound words in the following passage.

I got up on Monday and saw a clear and blue sky out from my window. So I decided to go to the market near my house. I went to a jeweller’s shop to buy earrings for a friend. There I saw a fearful site. A man was holding a knife and asking for money. I didn’t go inside and peered through the glass. Then I called the police quickly. When the police came they went in with guns and arrested the thief. Everyone was relieved and cheered for the police. Then I went inside and bought lovely earrings for my dear friend.

The ‘oa’ sound
Words with ‘oa’ sound

• poor sure tour cruel dual usual
• casual manual sewer moor actual visual

Activity: Identify the ‘Oa’ sound words hidden vertically and horizontally

Sentences with ‘oa’ sound
1. The poor man did not get any shelter in the rain
2. We should always be kind to people and should not be cruel.
3. Sonia is going for a world tour with her family.
4. She was very sure of winning the tennis game.
5. Her usual routine included going for a morning walk.
6. The sewer got blocked due to the rain water.

Activity: Match the column with aye/oi/ow/eu/ea and oa sound words

The man with no money and house
Something which is not far away
The children play with it
Giving your things to others to use
A big field where cricket is played

ground
confusion
near
toys
share
Session 12 - Comprehensive vowel sound practice

Vowels are letters that are pronounced by forcing air over your vocal cords through your mouth. It is the shape of your mouth that decides which vowel sound comes out. Though there are only 5 written vowels, however there are as much as 22 spoken vowel sounds in English language. You can learn a lot by listening to the radio and watching television and films.

<table>
<thead>
<tr>
<th>I</th>
<th>ice cream</th>
<th>file</th>
<th>dieting</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee'</td>
<td>experiences</td>
<td>memories</td>
<td>reasons</td>
</tr>
<tr>
<td>'ih'</td>
<td>immortal</td>
<td>publish</td>
<td>discuss</td>
</tr>
<tr>
<td>'aw'</td>
<td>awful</td>
<td>broad</td>
<td>daughter</td>
</tr>
<tr>
<td>'oh'</td>
<td>boat</td>
<td>whole</td>
<td>close</td>
</tr>
<tr>
<td>'eh'</td>
<td>letter</td>
<td>telephone</td>
<td>ketchup</td>
</tr>
<tr>
<td>'ae'</td>
<td>travel</td>
<td>graduation</td>
<td>passage</td>
</tr>
<tr>
<td>'E'</td>
<td>pain</td>
<td>frame</td>
<td>mainly</td>
</tr>
<tr>
<td>'ah'</td>
<td>rather</td>
<td>passed</td>
<td>discard</td>
</tr>
<tr>
<td>'oo'</td>
<td>stool</td>
<td>blew</td>
<td>groom</td>
</tr>
<tr>
<td>'uh'</td>
<td>wood</td>
<td>football</td>
<td>pull</td>
</tr>
<tr>
<td>'aye'</td>
<td>hair</td>
<td>despair</td>
<td>glaring</td>
</tr>
<tr>
<td>'ow'</td>
<td>shout</td>
<td>ground</td>
<td>loud</td>
</tr>
<tr>
<td>'oi'</td>
<td>destroy</td>
<td>dacoit</td>
<td>enjoy</td>
</tr>
<tr>
<td>'ea'</td>
<td>near</td>
<td>peer</td>
<td>fear</td>
</tr>
<tr>
<td>'eu'</td>
<td>few</td>
<td>refuse</td>
<td>confusion</td>
</tr>
<tr>
<td>'oa'</td>
<td>poor</td>
<td>cruel</td>
<td>sure</td>
</tr>
</tbody>
</table>

This session is going to be completely activity based. Ask the trainees to read the following passages one by one.

Activity I’, ‘ee’ and ‘ee’ sounds- What will you do?
If you are eating, you will take a (bit, bite or beat).
You will pick a (feet, fit or fight)
When you are tired you take a (seat, sight or sit)
To be successful you have to scale new (hit, heights, heat).
For a headache you will take a (pile, peel or pill).
You will go boating in (Nile, kneel, nil)

**Activity: ‘aw’ and ‘oh’ sounds**- Complete the story by picking the right option.

Last Sunday I went to the (mall/mole) with my family. There we visited a (stole/stall) selling western(clothes/cloth). I liked a (shoal/shawl) with a (bold/bald print). I was about to buy it when my mother saw a (hall/hole) in it. I called the (tall/toll) salesman and (wrote/ wrought) a complaint on the (form/foam). Then we (hoped/hopped) into our car thanking our stars that we hadn’t (bought/boat) that shawl.

**Activity: ‘oo’ and the ‘uh’ sounds**- Match the columns.

<table>
<thead>
<tr>
<th>Pool</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dooms</td>
<td>ache</td>
</tr>
<tr>
<td>Full</td>
<td>wood</td>
</tr>
<tr>
<td>Foot</td>
<td>side</td>
</tr>
<tr>
<td>Tooth</td>
<td>wink</td>
</tr>
<tr>
<td>Loose</td>
<td>some</td>
</tr>
<tr>
<td>Hood</td>
<td>end</td>
</tr>
<tr>
<td>Drift</td>
<td>loose</td>
</tr>
</tbody>
</table>

**Match the Columns.**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man with no money or house Brown</td>
<td>bear</td>
</tr>
<tr>
<td>Something which is not far away</td>
<td>peer</td>
</tr>
<tr>
<td>The children play with it</td>
<td>joint</td>
</tr>
<tr>
<td>Giving your things to others to use</td>
<td>employ</td>
</tr>
<tr>
<td>A big field where cricket is played</td>
<td>illusion</td>
</tr>
<tr>
<td>A state of being puzzled</td>
<td>poor</td>
</tr>
<tr>
<td>Colour of a cocoa chocolate</td>
<td>near</td>
</tr>
<tr>
<td>A big furry animal in the zoo</td>
<td>toys</td>
</tr>
<tr>
<td>Looking at something closely</td>
<td>brown</td>
</tr>
<tr>
<td>Something which is connected</td>
<td>share</td>
</tr>
<tr>
<td>Hiring someone in your organization</td>
<td>ground</td>
</tr>
<tr>
<td>Something that is not real</td>
<td>confusion</td>
</tr>
</tbody>
</table>

Read the passage and enunciate the different vowel sounds correctly.
O Henry discovered the genius, which slept, within his brain after he had met with great misfortune and was confined to a prison cell, in Columbus Ohio. Being forced, through misfortune, to become acquainted with his “other self” and to use his imagination he discovered himself to be a great author instead of a miserable criminal and outcast.

Charles Dickens began by pasting labels on blacking pots. The tragedy of this first love penetrated the depths of his soul and converted him into one of the world’s truly great authors. Helen Keller became deaf, dumb, and blind shortly after birth. Despite her great misfortune, she has written her name indelibly in the pages of the history of the great. Her entire life has served as evidence that no one ever is defeated until defeat has been accepted as a reality.

Session 13-. Introduction to Consonants.

A consonant sound is produced by shaping, stopping or blocking the air stream as it passes through the nose or mouth. The position of the articulators will affect the consonant sound.

The Voiced Consonants

This involves the muscular activity of the tongue as well as the activation of the vocal chords. E.g. D. You can feel these sounds resonate in your chest by placing a hand on it. Bring resonance and depth to speech.

The Unvoiced Consonants

These are made by the muscular expulsion of breath without the vocal chords being activated. For e.g. The consonant sound T is made by pressing the tip of the tongue against the hard roof palette and is accompanied with a small expulsion of breath.
Place of Articulation of Consonant sounds

a) **Bilabial Consonants:** The two lips are the articulators. /p/pin, /b/bin, /m/mat, /w/when are bilabial sounds.

b) **Labiodentals Consonants:** The active articulator is the lower lip and the passive articulators are the upper front teeth. /f/flower, /v/vase are labio-dental sounds.

c) **Dental Consonants:** The tip of the tongue is the active articulator and the upper front teeth are the passive articulators. /th/thick, /the/that are dental sounds.

d) **Alveolar Consonants:** The tip or the blade of the tongue is the active articulator and the teeth ridge (root of teeth) is the passive articulator. /t/tin, /d/din, /n/nap, /s/sin, /z/zoo, /l/love are alveolar sounds.

e) **Palato-Alveolar Consonants:** The tip or blade of the tongue is the active articulator and teeth ridge is the passive articulator. /sh/ship, /zh/pleasure, /ch/chip, /j/jeep, /r/red are palato-alveolar sounds.

f) **Palatal Consonant:** The front of the tongue is the active articulator and hard palate is the passive articulator. /y/yes is the palatal sound.

g) **Velar Consonants:** The back of the tongue is the active articulator and the soft palate is the passive articulator. /ing/sung, /k/come, /g/guest are velar sounds.

h) **Glottal Consonant:** Glottal sounds are produced at the glottis and the two vocal cords are the articulators. /h/horse is a glottal sound.

Manner of Articulation of Consonant Sounds

a) **Plosives / Stops:** There is, first, a complete closure of the passage of air at some point in the vocal tract. As a result of it, air pressure is built up behind the closure. The closure is then suddenly removed, causing, in the process, a sudden release of the blocked air with some explosive noise. /p/pin, /b/bin, /t/tin, /d/din, /k/k, /g/go are plosive sounds.

b) **Affricates:** Affricates are produced in three stages, as in the case of plosives. First two stages are same as plosives. The building up of pressure behind the closure follows a complete closure of the air passage. But, unlike plosives at the third stage air is released slowly. /ch/chair, /j/jeep are affricate sounds.

c) **Nasal:** In the production of nasal sounds nasal passage remains open i.e. the lung air passes freely through nose, but the oral passage (food pipe) remains close. /m/mat, /n/nap, /ng/sung are nasal sounds.

d) **Fricatives:** There is no closure anywhere; there is only a narrowing. The active articulator comes very close to the passive articulator, leaving only a narrow gap between the two. When the air passes through this narrow gap, it causes audible friction. As the air can pass continuously, the sound produced in this manner can be continued. Thus fricatives are continuants and are accompanied by audible friction. /f/fan, /v/van, /th/thick, /the/that, /s/sow, /z/zoo, /sh/ship, /zh/pleasure, /h/horse are fricatives.
e) **Lateral:** A lateral is produced when there is only a partial closure at some point in the mouth, so that the airstream can escape on one or both sides of the contact. Since the air can pass continuously, the sound produced can be continued. /l/love is a lateral sound.

f) **Approximants/ Semi-Vowels/ Glide:** Semi-vowels are vowels that function as consonants. /w/ when, /r/ red, /y/ yes are approximants or semi-vowels.

### Consonant distinction in tabulated form

<table>
<thead>
<tr>
<th>Place</th>
<th>Bilabial</th>
<th>Labio-Dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palato Alveolar</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasal</td>
<td>m</td>
<td></td>
<td></td>
<td>n</td>
<td></td>
<td></td>
<td>ng</td>
</tr>
<tr>
<td>Plosive</td>
<td>p</td>
<td>b</td>
<td></td>
<td>t</td>
<td>d</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>Affricate</td>
<td></td>
<td></td>
<td></td>
<td>ch</td>
<td>j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricative</td>
<td>f</td>
<td>v</td>
<td>th the</td>
<td>s</td>
<td>z</td>
<td>sh zh</td>
<td>H</td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximants (semi-vowels)</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

**Activity: Choose the correct response**

1. *(price / prize)*
   
   You look at it before buying anything.
   
   You get it for winning.

2. *(bus / buzz)*
   
   The bees like to do this.
You can go by it.

3. (spice / spies)
It makes the food tasty.
One does it secretively.

4. (niece / knees)
You can scrape them while playing.
You love her.

5. (sip / zip)
Your coffee;
Your Dress.

6. (sink / zinc)
Used for galvanising.
Titanic the famous ship.

Listen to these words. Write the word that is not pronounced sh.

<table>
<thead>
<tr>
<th>Crush</th>
<th>Cash</th>
<th>Catch</th>
<th>Crash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef</td>
<td>Chief</td>
<td>Chute</td>
<td>Chiffon</td>
</tr>
<tr>
<td>Machine</td>
<td>Parachute</td>
<td>Mustache</td>
<td>Kitchen</td>
</tr>
<tr>
<td>China</td>
<td>Russia</td>
<td>Chicago</td>
<td>Michigan</td>
</tr>
<tr>
<td>Musician</td>
<td>Physician</td>
<td>Chemist</td>
<td>Electrician</td>
</tr>
</tbody>
</table>

Session 14. v & w Sounds

Words with w sound

<table>
<thead>
<tr>
<th>Want</th>
<th>Water</th>
<th>Wander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonder</td>
<td>When</td>
<td>Where</td>
</tr>
<tr>
<td>Whim</td>
<td>One</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Swear</td>
<td>Brewery</td>
<td>Highway</td>
</tr>
<tr>
<td>Quest</td>
<td>Twinkle</td>
<td>Rewind</td>
</tr>
<tr>
<td>Tweed</td>
<td>Meadow</td>
<td>Language</td>
</tr>
<tr>
<td>Cow</td>
<td>Sew</td>
<td>Few</td>
</tr>
</tbody>
</table>

Sentences with w sound

When does the whimsical whistler whistle?
What a day! Heard people whining everyday
The wind whistled in the whispering woods.
Wanda wore a white dress on Wednesday.
Wee, Willie, Wonky watched vanity fare
The worldly widow whisked herself away
One wane weary white woman wildly weeping.
A wager was made on a waffle during a wave of heat
Words with v sounds

never 	 never 
seven 	 seven 
advice 	 advice 
save 	 save 
however 	 however 

Leave 	 Leave 
invest 	 invest 
victim 	 victim 
velocity 	 velocity 

Activate 	 Activate 
favor 	 favor 
improve 	 improve 
service 	 service 

Value 	 Value 
develop 	 develop 
verify 	 verify 
seven 	 seven 

Over 	 Over 
give 	 give 
several 	 several 
valentine 	 valentine 

Survival 	 Survival 
festival 	 festival 
discover 	 discover 
vowel 	 vowel

Quiz 1. 'v' Words and Phrases

- A colour in the rainbow
- A planet
- An ice cream flavour
- Female fox
- A music channel
- A software program
- A country in South America
- Smallest City in the World

v Sound in Sentences

Vivien was a versatile veteran driver well versed in five languages
The blue violets on the crystal vases looked very pretty.
Elvin arrived in the evening wearing gloves and scarves.
She's obviously envious and I love it.
They've never voted in Virginia before

Activity:

vine/wine 	vase/ways, weighs
very, vary/wary 	vow/wow
veal/wheel, we’ll 	vile/while

veer/we’re 
vest/west
vent/went

Activity: Choose the correct word.

wine/vine
- A drink
- A plant

wow/vow
- A promise
Lovely Banana!
What a wonderful fruit the banana is! It is very popular all over the world. Its colour tells us how sweet it is. A banana may be green, which means it is raw. The one which is yellow should be eaten at once. The question of the brown fruit is interesting. You may eat it, but don’t bother chewing before you swallow.
Would you eat the peel? For some, it’s not only a cover. Banana skin is used in several cuisines all over the world. It’s a versatile fruit. You can fry it, bake it, mash it, or eat it raw. You can snack on a raw banana in the evening. On weekends, you can drink banana shake, or even eat banana ice cream. It’s a convenient fruit. When you bite into it, you don’t worry about squirting juice over everyone. And you can chew it all you like without driving your neighbors crazy with crunching sounds. Finally, it’s easy to cut - you don’t need a very sharp knife. You can slice it with a fork or a spoon, if you like.
Whoever can’t eat bananas? Babies can always eat mashed bananas before their teeth grow in. Grandparents can eat mashed bananas after their teeth fall out.
While the fruit originated in Asia, it is also grown in Equador and Costa Rica. Bananas give us lots of potassium and vitamins A and C. They’re never too expensive to buy!

Tongue twisters to practice v/w sounds
Mervin never drivels when vexing wooing vendors
Walt’s villa is verging on the weird and vile
Groves of vines veered west along the villain’s veranda
For once, weary Wanda’s wool gather in its vim and vigour
SESSION 15  

**t** and **d** Sounds

t, and d are alveolar sounds i.e. when these words are pronounced the tip or blade of the tongue (active articulator) touches the alveolar ridge (passive articulator) (alveolar ridge is also called as the teeth ridge or the teeth root)

**t in Words**

<table>
<thead>
<tr>
<th>talk</th>
<th>testing</th>
<th>paternal</th>
<th>attention</th>
<th>filter</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>cute</td>
<td>pittance</td>
<td>tonight</td>
<td>later</td>
</tr>
<tr>
<td>turbulent</td>
<td>talent</td>
<td>fraternal</td>
<td>toad</td>
<td>shutter</td>
</tr>
<tr>
<td>taller</td>
<td>tattler</td>
<td>attic</td>
<td>tremendous</td>
<td>sweat</td>
</tr>
</tbody>
</table>

**Activity: Identify the ‘t’ sound words to complete the following phrases**

- The water comes from ...........(tap/ab)
- The antonym of short is ...........(tall/toll)
- The labourers working in the sun were wet with ...........(sweat/sweet)
- Heena is giving her birthday ...........(treat/trees)
• Making an effort again and again is ............(trying/tying)
• The weather today is really .............(pleasant/peasant)
• The two companies signed a ............(fact/pact)
• A person wearing a white coat and sitting in the hospital is a ...........(doctor/daughter)

t in Sentences
• I will talk to Tony tomorrow.
• How do I get to the other side?
• Put the plastic container on the table.
• Trust is my favourite word, because without it no relationship can truly endure.
• Is it fair that Tammy should travel by a tram?

Activity: Fill in the blanks with ‘t’ sound words.
• _____ is running out, so move fast.
• The children are playing with the ____s.
• The book was lying on the _____le.
• Darjeeling is famous for its ___ gardens.
• The cake was really ______ty.

Words with d sound

danger           bladder         bandit            ditto          donkey
department      address          adulation         distance       dilemma
adamant        dad              developed         develop        daunting

Identify the ‘d’ sound words in the following idioms.
• Every ______ has a silver lining. (cloud/clown)
• A blessing in _______. (disguise/etpite)
• A penny ______ is a penny earned. (saved/shaved)
• A taste of your own _______. (medicine/meditation)
• ________ count your chickens before they hatch. (don’t/do)

Sentences with t sound
• I loved having dark chocolates.
• The round desk is of dark green colour.
• God wants you to know that your soul wants the freedom to sing, dance and love.
• Emily watched and learnt how to play dumb-charades.
• All the students and their families were invited to come at 6 p.m.

Fill in the blanks with ‘d’ sound words.
• The band was playing a nice song on the _____ms.
• The child started to cry in his sleep after seeing a bad _____m.
• The arrows were made to show the ______ns to the garden and the lake.
• Success comes to those who work h___ for it.
• The bus was driven by the ______er.
• A dozen double damask dinner napkins.
• Draw drowsy ducks and drakes.
• The doll Dana had was a dimpled delight.
• The toddler developed a duck like waddle.
• Don’t close the double door.

Match the columns with ‘t’ and ‘d’ sound adjectives.
• When the ice-cream is really yummy it is talking.
• When someone is upset he is trendy.
• Shyam never keeps quiet, he is dirty.
• Something which is soft and delicate is delicious.
• Stylish, aware of the latest fashions is depressed.
• Very happy feeling is delicate.
• Something which is not clean is delightful.

Session 16. P and b Sounds

Both p and b sounds are bilabial consonant sounds (place of articulation). In a bilabial consonant, the lower and upper lips approach or touch each other. English [p], [b], and [m] are bilabial stops. It is a plosive sound, it means to explode. In these sounds, the consonants are produced by stopping the flow of air at some point and suddenly releasing it.

Words with p sound

<table>
<thead>
<tr>
<th>party</th>
<th>pink</th>
<th>pauper</th>
<th>apart</th>
</tr>
</thead>
<tbody>
<tr>
<td>proper</td>
<td>appear</td>
<td>appraisal</td>
<td>displease</td>
</tr>
<tr>
<td>drape</td>
<td>sleep</td>
<td>grope</td>
<td>present</td>
</tr>
<tr>
<td>rapture</td>
<td>applause</td>
<td>grape</td>
<td>participate</td>
</tr>
</tbody>
</table>

Match the columns

The only 2 animals that can see behind themselves without turning its head are the rabbit and the..? penguin
Short-legged flightless birds of cold southern especially Antarctic regions typewriter
The longest word that can be made using letters only on one
row of the keyboard.
India has the largest number of these offices in the world.
The 1,792 steps high Eiffel Tower is situated in.
It is a kind of pulse that belongs to the family of legumes
that include lentils, beans etc. but is popularly known as a nut.

Sentences with p sound

My pink dress was presented to me by my papa.
Write an application to the principal.
Please pass me the purple plate.
The patient is in the operation theatre

Activity: Fill in the blanks with ‘p’ sound words.

1. ______ the flowers from the garden.
2. ______ is used to send e-mails.
3. What a ______ surprise!
4. It is important to obey your ________

Words with b sound

balloon  begin  bruise
albumen  albatross  harbour
rubber  bomb  tomb
crib  flab  bubble

Activity: Identify the correct word:

(bad/bat)
• A nocturnal flying animal.
• Something which is not good, it is?

(better/batter)
• The cake is made out of this.
• When you are ill and you take medicine, you feel.

(ball/bowl)
• We have our soup in this.
• We play cricket with this.
(boat/board)
- We cross the river on this.
- We write with chalk on this.

(bought/brought)
- The past tense of bring is.
- To buy something from the market.

(boon/bane)
- Something which is fortunate.
- Something which is cursed.

Sentences with b sound

Betty Botter bought some butter
but,” she said, “this butter’s bitter”.
If I bake this bitter butter,
It will make my batter bitter

Activity: Fill in the blanks with ‘b’ sound

1. Aman and Manpreet are _____ friends.
2. FIFA organizes the World Cup for ______.
3. The ______ was flying high in the sky.
4. A place where you find a lot of books to read is called ______.
5. Houses are made of ______.

Activity: Give verbs for the following sentences

1. The children running around in the ground are (playing/baking)
2. When the thief broke into the house the dog started (barking/parking)
3. The painter making strokes on the canvas is (painting/batting)
4. The boxers in the rink are (boxing/packing)
5. Putting all the clothes in a travelling bag is (packing/banking)

Session 17. s and sh Sounds

‘s’ is an alveolar sound (place of articulation); alveolar sounds involve the alveolar ridge as the passive articulator. The active articulator may be either the tongue blade or (usually) the tongue tip.

‘sh’ is a palato alveolar sound in which the tip or the blade of the tongue articulates with the back area of the alveolar ridge.

Both ‘s’ and ‘sh’ are fricative sounds (manner of articulation). These are produced when the articulators are brought so closely together that the sounds are accompanied by audible friction. Fricatives may be voiced (vocal cords vibrating during the articulation of the fricative) or voiceless (vocal cords not vibrating during the articulation of the fricative).
Words with s sound

sequel  siesta  center
seven  lesson  last
host  brass  cross

Activity: 1. Match the column

- If you are happy, you
- If you are tired, you,
- In a choir, you
- If you are learning salsa, you
- You dream when you are
- If you are scared, you
- In a line, you
- On a red light, you
- The road, you
- Your teeth, you
- For your dinner, you
- Your clutter, you
- Your coffee, you
- On the wet floor, you

dance
scream
smile
asleep
rest
stand
sing
cross
slip
sip
stop
floss
sit
sort

Sentences with s sound

Seven times I am sorry for what I said.
Send me a copy of the novel ‘The Sleeping Dog’
Those silver spoons look simply amazing.
A special course in schools in spoken English will help you speak better.
A speech sound has three stages.
He tried to explain the incident to the police.
I am very interested in the subject called Science.

Activity: Complete the Idioms with ‘s’ sound words.

- Slow and ______ wins the race.( sturdy/ steady)
- Hearing that song again was a blast from the______. (past/ pasta)
- She was in a ______ over the trip arrangements. ( stood/ stew).
- Rajan reached home safe and ______. (stunned/ sound)
- A rolling stone gathers no ______. (moss/ mass)
- ______ makes the heart grow fonder. ( essence/ absence)
- The book sold like hot______. (cokes/ cakes)
- It was raining cats and ______/( dots/ dogs) yesterday.

Words with sh sound

shimmer  shame  shake
shore  shrink  bashful
mission  trash  crush

Activity: Quiz Name the places with ‘sh’ sound.

Which country is the largest in the world in terms of land area? R_______a
Our neighbour in the east. B_______h.
One of the most populated cities in China. _____hai
A lot of cricket matches are played there. _____jah
A famous historical city in Pakistan. Pe______
Summer capital of India during British rule. _____la
An island nation and a favourite tourist destination. Ma________

Sentences with sh sound

She shot an arrow in the dark.
Communication is vital these days.
Acting is not being emotional, but being able to express emotion.
I think I should share this piece of information with you.
Should she go for shopping?
The shoe maker was too shy to talk.
I still cherish the memories of our fashion show.
One should finish his work on time.
Pay attention to the proportion of spices in the food.
Any suggestion about what do we do with this huge amount of cash?

Activity: Fill in the blanks with ‘sh’ sound words.

• A big house is called a M______n.
• If you follow the latest trends in clothes you are interested in F_______n.
• The process of sharing ideas and thoughts is called C_______n.
• To go through your course again is R____n.
• When you retire from a government job you get a P____n.
• When you give an idea to someone you make a S______n.
• If you eat too much you have I____n.

Activity: Choose the correct option.

• Eshaan’s mother asked him to (sort/ short) his toys.
• Meena wanted to live in a (plus/ plush) house.
• After cleaning the chimney he was covered in (soot/shoot).
• Stop fighting for God (sake/shake)!
• I watched the first (show/sow) of the movie Three Idiots
• The pretty (sly/shy) bride looked beautiful in her wedding dress.
• Rama managed to avoid the accident but it was a close (save/ shave).
• Teena wanted the (same/ shame) dress as her sister.
• The teacher asked Tarun’s father to (shine / sign) Tarun’s report card.

Session 18.  z, j and zh Sounds

Z, j and zh ’ are voiced consonants.
‘zh’ sound is made when the tip and the blade of the tongue make a light contact with the alveolar ridge, the front of the tongue being raised at the same time in the direction of the hard palate and the side rims of the tongue being in contact with the upper side teeth.
• ‘z’ and ‘zh’ are both fricatives. There is friction when the sound is produced and the sound is continuous.
• They are also alveolar sounds.
• ‘j’ is however a palato alveolar sound and is an affricate. While producing this sound there is a complete closure and the air is released with a gush.

Words with z Sound

zebra  crazy  zoom  rose  
zombie  wizard  bizarre  buzzed  
ooze  laser  graze  lose

Activity: Match the columns to choose the right verb.

• To appreciate someone. visit
• To sort out the clutter amaze
• To uncover something please
• To go to see someone organise
• To surprise someone expose
• To make someone happy praise

Sentences with z sound

The Zebra in the zoo was very beautiful.
The wizard taught him a lesson.
He gave her red roses.
Timothy was walking like a zombie.
The lose cattle grazed freely.

Activity: Fill in the blanks using idioms relating to body parts.

• During the lecture the students were all ____rs.
• During his performance he was all fin____ and th_____.
• She was the apple of her dad's____es.
• He refused to be lead by the n_____.
• Everyone said Vineet had an old head on young sh____rs

Words with the J sound

jump  jam  gentleman  Germany
jittery  dodge  jeopardy  fudge

Activity: Match the columns: Name the Place

A
• A technologically advanced country in Asia. Jordan

B

45
• The European Nation responsible for starting World War II. Jakarta
• The business capital of South Africa. Japan
• A middle east country ruled by King Hussain’s son. Johannesburg
• The capital of Indonesia. Germany

Sentences with the j Sound

The jade jam jar jumped jovially.
Ingeniously, the janitor wedged a ledger in the dangerous leak.
Arjie’s jumping jovially ‘round Jakarta.
Chubby jugglers juggling oranges jovially.

Activity: Pick the Correct Adjective

• Our new dog Cuddle is very( energetic/ evil). He is also very (intense/intelligent). Every time I come back from school he starts (jumping/ adjusting) with joy. One day he jumped so high that he (injured/ignored) himself. I rushed him to the (emergency/ urgency) ward in the hospital. The doctor checked him up and told me that he had (derailed/damaged) his hind legs and so may end up limping for a long time.
• I took it as a (channel /challenge) and took good care my dog. His (injury/ forgery) healed in no time and this time I was jumping with joy.

The ‘zh’ sound

To create the zh sound, the front of the blade of the tongue is placed near the tooth ridge. The sides of the blade of the tongue may be against the side teeth, and air is forced through the vocal tract during creation of the sound. This sound is considered a continuous consonant, meaning it is a fricative.
The lips are kept slightly tense, and may protrude somewhat during the production of the sound.

Words with zh Sound

• measure television garage usual casual confusion
• vision pleasure version occasion decision illusion

Activity: Match the Columns

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can’t decide which dress to wear.</td>
<td>garage</td>
</tr>
<tr>
<td>You have an exam the next day.</td>
<td>intrusion</td>
</tr>
<tr>
<td>You want to watch your favourite soap.</td>
<td>confusion</td>
</tr>
<tr>
<td>You do it all the time.</td>
<td>revision</td>
</tr>
<tr>
<td>You park your car safely.</td>
<td>casual</td>
</tr>
<tr>
<td>Your friend is very nosey.</td>
<td>television</td>
</tr>
<tr>
<td>A poor attitude.</td>
<td>usual</td>
</tr>
</tbody>
</table>

Sentences with zh Sound
• It’s a pleasure to meet a man with a vision.
• Malaysia and Indonesia lie in Asia.
• Holidays are a time for leisure and pleasure but in a measured dose.
• His brother worked in the telecom division of a big company.
• A wedding ceremony is a happy occasion.

Activity: Fill in the blanks using the correct option

• You maintain your accounts in a ______. leisure/ ledger
• You _________the temperature. measure/major
• You go out for_______. pleasure/ pager
• He turned red with_______. rage/ raze
• The lion escaped from his_______. craze/ cage
• She bought a pair of______ trousers. beige/ bays
• He was playing football for the North_____. zone/ Joan
Session 19. Sound th and the

th & the sounds are dental sounds. In the articulation of these sounds the tip of the tongue and the upper front teeth are the two articulators. Both are fricatives.

Words with th(unvoiced) Sound

thermometer    through    thought    thank
ether          panther    breath    beneath
mouth          path       cloth     thumb
wreath          sheath    north    thigh

Activity: Match the Columns

A part of the body            North
A volatile, colourless liquid with a pleasant smell   sheath
An instrument to measure body temperature       thigh
The member of a cat family      ether
One of the Earth’s pole       panther
A part of furnishings          thermometer
A kind of a covering          throws

Sentences with th(unvoiced) Sound

Think your thoughts through and through.
He threw three free throws.
Thirty three thousand three hundred thirty three.
I think there will be thunder and rain on Thursday.
In the thick of summers Cathy takes three baths a day.
Ruth and Thelma feel lethargic on Thursdays.
I think Thelma thwarted the thought of throwing the theme.

Activity: Match the idioms with their meanings.

Down to earth                    to give up
Foaming at the mouth             old in age
Jaws of death                   practical or humble; unpretentious.
Long in the tooth                being in a dangerous or very deadly situation
Throw in a towel                 to be enraged and show it.

Words with th(voiced) Sound

though          that         either
weather         bother       lather
father          mouths       wreathe
bathe           bequeath    therefore
Activity: Fill in the blanks.

She decided to go for a picnic with her family as the _______ was favourable.
High quality work soaps don’t make too much ________.
As a young boy, Suresh loved to _______ in the Ganges.
Vanya could not see her friend _______ in pain.
The children could _______ easy after finishing their exams.

Sentences with the(voiced) Sound

Though their leather boots were torn, they kept trekking through the jungle.
The teacher told the students not to bother her while she was setting the examination papers.
It was rather unfair on Mohit’s part to blame his friends for his failure.
The professor asked his class to gather enough information before starting the project.
His mother asked his father to get some clothes for his brother.

Activity: Pick the right option

I like to take a (bath/ bathe) every morning.
Get some (cloth/ clothes) for the curtains.
He got hurt on his (thy/ thigh) in an accident.
On Christmas you put a (wreathe/ wreath) on your door.
The doctor checked his (breath/ breathe).
Session 20.  

r and l Sound

r is a palato-alveolar sound. There is only a partial closure at some point in the mouth, the air stream can escape on one or both sides of the contact. The air can pass continuously, the sound is continuous.

Words with r Sound

raise    ramp    rites    panther
round    rim     tram     tricky
horrible frightened temper

Pronunciation Rules

r in the beginning
If the word begins with r it is emphasized:
return response remember restore reader

r in the middle
r in the middle but before a vowel is emphasized:
break brought create grazing parent grammar current

r in the middle
r in the middle but before a consonant is silent:
market bark stark stardust sharpen darkest

r in the end
If r is in the end it is silent:
better creator barber farmer pleasure master

Activity: Rapid Fire Round

• Which is heavier? a balloon or a hammer.
• Where would you find flowers? In a park or on a beach.
• Which is more elastic? A glass or a rubber band.
• Has Nicholas watered the plants or fed them?
• What will you use for reading if you have a poor eyesight? A pair of glasses or goggles.
• What should I use to cut papers? A pair of scissors or a knife.
• What would you use in your kitchen? A dishwasher or a television.
• What would a Mathematics student use? A canvas or a calculator.
• What should I use to click a photograph? A computer or a camera.
• If Sara is offered chocolate shake, should she drink it or eat it?
• Which is the first date of the third month?
• If you are a cardiologist, what will you treat? A heart or knee?
• Will the moon be bright or dull on a full moon night?
• Should Tom perform an experiment casually or carefully?
Sentences with r Sound

Lisa is lying on the floor, reading literature and drinking lemonade. Lopez loves to drive the Lexus locally. The lieutenant was lost in Luxembour. Ralph the red baron rode a retired a horse to the parade. Roses are not always red.

I is an alveolar sound

Words with l sound

couplet simply uncle London
slow fly Ashley kettle
pathless leave million bottle
allure pulled told allow

Activity: Match the Columns.

• A gaggle of owls
• A colony of dolphins
• A flock of geese
• A flutter of fish
• A litter of doves
• A flight of birds
• A parliament of butterflies
• A school of kittens

Sentences with I Sound

The landlady loudly proclaimed the rental increase. Ashley’s uncle is still unwell. Sheila lives in London. All vowel sounds in English are voiced sounds.

Activity: Rapunzel. Read the story enunciating both the r and l sounds correctly and then attempt the following exercise.

In a land far away, lived a poor farmer and his wife. One day, they tried to pluck fruits from their neighbour’s garden. But their neighbour was actually an old wicked witch. She screamed, “How dare you steal from my garden! I will turn you both into rats”.

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The couple trembled with fear. Finally the witch said. “Very well. I will let you go. But you have to give me your first child”. They were so scared, that they immediately agreed and fled.

A few years later, a beautiful baby girl was born to the farmer and his wife. Immediately, the old witch came and snatched away the girl from them. She named her Rapunzel and kept her locked in a tall tower. Rapunzel grew up to be a beautiful girl. But most beautiful of all was her long, golden hair. The only person she ever saw was the old witch.

Every day the witch used to come to the foot of the tower and call,” Rapunzel, Rapunzel, let down your hair”. Rapunzel then used to let her long plait fall out of the window, and the witch used to hold onto it and climb up. One day a Prince who was passing by saw this. As soon as the witch left he too decided to try. He went to the tower and called,” Rapunzel, Rapunzel, let down your hair ”, and he climbed up into Rapunzel’s room. Rapunzel was stunned to see such a handsome prince. They fell in love with each other and started meeting every day.

One day, the wicked witch got to know about this. She became angry and she cut off Rapunzel’s beautiful long hair and sent her to the forest. The next day when the prince came to meet Rapunzel, he found the wicked witch waiting for him at the window. She yelled at him and cursed him and made the prince loose his eyesight. The prince now blind and broken hearted, wandered through the forest. Many days later Rapunzel found her prince. Looking at the sorry sight of her beloved prince Rapunzel started to cry. As soon as her tears fell onto her Prince’s body his wounds healed and he got his eyesight back. The prince was overjoyed to meet his lovely Rapunzel.

He took her away to his kingdom, far away from the wicked witch. They got married and lived happily ever after.

Identify the ‘l’ sound words in the story which carry the same meaning as the words or statements given in this exercise.

To take something without permission
To shiver with fear
Without any delay
Ran away
Very pretty

Tongue twisters with I Sound

Lily ladles little letty’s lentil soup.
Lovely lemon liniment.
A Lusty lady loved a lawyer and longed to lure him from his laboratory.

steal  tremble  immediately  fled  beautiful
Class Activity: Ask the trainees to read these words aloud & do the Comprehensive Consonant Practice.

<table>
<thead>
<tr>
<th>Accent Test</th>
<th>Assumptions</th>
<th>Comprehend</th>
<th>Comprehensive</th>
<th>Communicate</th>
<th>Confident</th>
<th>Confident</th>
<th>Comprehend</th>
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<td>Assure</td>
<td>Apologize</td>
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**Comprehensive consonant practice**

I bargained with Life for a penny
And life would pay no more
However I begged at evening
When I counted my scanty store
For life is just an employer
He gives you what you ask
But once you have set the wages
Why, you must bear the task
I worked for a menial’s hire
Only to learn, dismayed
That any wage I had asked of life
Life would have willingly paid
Session 21 The Syllable & Syllable Division

A syllable consists of one or more speech sounds. The elements with which syllables are made fall into two classes: Vowels & Consonants.

If a syllable consists of just one sound, it will usually be a vowel as *ah, oh, i*; there are exceptions like interjections *sh!*. This is a syllable, no doubt; it consists of one sound and that is the consonant *sh!*

Words like girl, boy, shirt, came, go ant, up, cut, bus, bill have one syllable each. They are called monosyllabic words.

If a syllable has more than one speech sound, one of them will be a vowel and the rest consonants. In other words, syllable is the smallest part of the word, which contains a vowel sound. For e.g. Nation is the two-syllable word and com-uni-ca-tion is a four-syllable word.

Class Activity Ask the trainees to practice these words in the table to understand syllable division.

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<td>jan-u-ary</td>
</tr>
<tr>
<td>February</td>
<td>feb-rualry</td>
</tr>
<tr>
<td>March</td>
<td>march</td>
</tr>
<tr>
<td>April</td>
<td>april</td>
</tr>
<tr>
<td>May</td>
<td>may</td>
</tr>
<tr>
<td>June</td>
<td>june</td>
</tr>
<tr>
<td>July</td>
<td>july</td>
</tr>
<tr>
<td>August</td>
<td>au-gust</td>
</tr>
<tr>
<td>September</td>
<td>Sep-tem-ber</td>
</tr>
<tr>
<td>October</td>
<td>Oct-to-ber</td>
</tr>
<tr>
<td>November</td>
<td>No-vember</td>
</tr>
<tr>
<td>December</td>
<td>De-cember</td>
</tr>
</tbody>
</table>
Session 22  Syllable Stress

There are three features that decide, which syllable is to be stressed & accentuated.

- Stress (Breath force)
- Length of vowel
- Pitch change

Some rules for Syllable Stresses

A To get the correct pronunciation we need to stress on one syllable in the word. Communication problems generally arise due to misplaced stress on a syllable. Therefore there are certain guidelines given to help you get better with the pronunciation by using correct syllable stresses. However it's best not to be rigid and loose spontaneity.

A In an English word of more than one syllable, one of the syllables is pronounced with greater prominence than the other(s). The syllable that is pronounced more prominently than the other(s) in the same word is said to be accented or to receive the accent.

A The greater prominence of a syllable may be due to stress or greater breath force, but often the length of the vowel in a syllable, stress & pitch change work together to render a syllable more prominent than its neighboring syllables.

A There are, no doubt, a number of words like a`gree and a`greement in which the derived word takes the accent on the same syllable on which the word from which it is derived takes the accent. But there are a number of derivatives in which there is a change in the accented syllable. e.g.

```
academy           academic                 academician
advertise          advertisement           advertisement
examine            examine                 examination
inferior           inferiority             inferiority
photograph         photographer           photographer
politics           political               politician
responsible        responsibility         responsibility
```
There are a number of disyllabic (two syllables) words in English in which word-accent depends upon whether the words are used as nouns/adjectives or as verbs. If these words are used as nouns or adjectives, the accent is on the first syllable and if these are used as verbs, the accent is on the second syllable. e.g.

<table>
<thead>
<tr>
<th>WORD</th>
<th>NOUN/ADJECTIVE</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>`abs9nt</td>
<td>9b` sent</td>
</tr>
<tr>
<td>Concert</td>
<td>`kons9t</td>
<td>K9n` s9t</td>
</tr>
<tr>
<td>Conduct</td>
<td>`kond9kt</td>
<td>K9n` d9kt</td>
</tr>
<tr>
<td>Contact</td>
<td>`kontaakt</td>
<td>K9n` takt</td>
</tr>
<tr>
<td>Contract</td>
<td>`kontraakt</td>
<td>K9n` traakt</td>
</tr>
<tr>
<td>Contrast</td>
<td>`kontraast</td>
<td>K9n` traast</td>
</tr>
<tr>
<td>Convict</td>
<td>`konviktk</td>
<td>K9n` vikt</td>
</tr>
<tr>
<td>Desert</td>
<td>`dez9t</td>
<td>Di` z9t</td>
</tr>
<tr>
<td>Digest</td>
<td>`daijest</td>
<td>Dai<code> jest/di</code> jest</td>
</tr>
<tr>
<td>Export</td>
<td>`ekspot</td>
<td>Iks` pot</td>
</tr>
<tr>
<td>Import</td>
<td>`impot</td>
<td>Im` pot</td>
</tr>
<tr>
<td>Object</td>
<td>`objikt</td>
<td>9b` jekt</td>
</tr>
<tr>
<td>Perfect</td>
<td>`p9fikt</td>
<td>Pe` fekt</td>
</tr>
<tr>
<td>Permit</td>
<td>`p9mit</td>
<td>P9` mit</td>
</tr>
<tr>
<td>Present</td>
<td>`present</td>
<td>Pri` zent</td>
</tr>
<tr>
<td>produce</td>
<td>`prodyus</td>
<td>Pr9` dyus</td>
</tr>
</tbody>
</table>
Basic Guidelines about Syllable Stresses

- The longest vowel sound is generally the stressed syllable.
- **In the words ending with ‘tion’** we stress the syllable before ‘tion’. E.g. Termination, Animation, Meditation, Education.
- **In the words ending with ‘logy’,** the syllable before logy is stressed e.g. Terminology, Biology, Theology, Eulogy.
- **In words ending with ‘ity’** the syllable before ‘ity’ is stressed. E.g. Compatibility, Comfortability, Stability.
- **In the words ending with ‘ics’** the syllable before ics is stressed. E.g. Acrobatics.
- **In the words ending with ‘tory’,** the syllable stress is tory but be careful of the rule breakers. Eg. Laboratory, Mandatory, Territory.
- **All words ending with en /on** etc will be pronounced without the vowel sound preceding n. eg garden - gardn, pardon - pardn.
- **All words ending with ent / ant** should be pronounced by replacing with small u sound. Recruitment – Recruit-mnt, Department – Depart-mnt, a-GREE-mnt, GOVE-mnt(Government), SEN-ti-mnt.
- **Words that end in –age are pronounced: ij (not-age) eg.**
  - Average (AV-rij)
  - Bandage (BAND-ij)
  - Cabbage (CAB-ij)
  - Cottage (COT-ij)
  - Garbage (GAR-bij)
  - Manage (MAN-ij)
  - Package (PACK-ij)
  - Language (LANG-wij)

**Misplaced syllable stress** can change the meaning of the words. This can be easily illustrated by the following set of words and sentences.

**Noun**
- Process

**Verb**
- Process

Getting admission in the college was a tedious process.
I asked the clerk as to how much time he will take to process my account.

**Present**
- Present

Betty bought a present for Bennett.
They presented the chief guest with a souvenir.
Pam and Peter were working on the project together. The party projected a clean image.

I always found history a boring subject. The prisoners were subjected to extreme torture by the army.

The crystal vase was an object of desire. I believe the judge will object to the defendant’s plea.

Youngsters today are conscious about their career. The goods were sent by a private carrier.

He found his favorite record in the store. Jim wanted to record the conversation for reference.

First Sound Stress

Accent Absent
Addict Address
Conduct Contract
Contrast City
Customer Object
Perfect Family
Interest Industry
Number Relative

MID-Sound Stress

Democracy diplomacy
Political photographer
Mechanical familiar
Hypocrisy moiré
Corrective exposure
Medicinal apartment (mnt)
American important
Instruction process

LAST Sound Stress

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Intonation

Intonation is the music of the language. In English, we use tone to signal emotion, questioning, and parts of the sentence among many other things. It's important to recognize the meaning behind the tones used in everyday speech, and to be able to use them so that there are no misunderstandings between the speaker and the listener. It is generally true that mistakes in pronunciation of sounds can be overlooked, but mistakes in intonation make a lasting impression.

Try this short exercise:

Say this sentence aloud and count how many seconds it takes.

*The beautiful Mountain appeared transfixed in the distance.*

Time required? Probably about 5 seconds. Now, try speaking this sentence aloud.

*He can come on Sundays as long as he doesn't have to do any homework in the evening.*

Time required? Probably about 5 seconds.

Wait a minute the first sentence is much shorter than the second sentence!

*The beautiful Mountain appeared transfixed in the distance
He can come on Sundays as long as he doesn't have to do any homework in the evening*

You are only partially right!

This simple exercise makes a very important point about how we speak and use English. Namely, English is considered a stressed language while many other languages are considered syllabic. What does that mean? It means that, in English, we give stress to certain words while other words are quickly spoken (some students say eaten!). In other languages, such as French or Italian, each syllable receives equal importance (there is stress, but each syllable has its own length).

In other words we can say that, 

A *The intonation of a language refers to the patterns of pitch variation, or the tones, its uses in its utterance.*
Basically, stress words are considered **CONTENT WORDS** such as

- Nouns e.g. kitchen, Peter
- (most) principle verbs e.g. visit, construct
- Adjectives e.g. beautiful, interesting
- Adverbs e.g. often, carefully

Non-stressed words are considered **FUNCTION WORDS** such as

- Determiners e.g. the, a, some, a few
- Auxiliary verbs e.g. don’t, am, can, were
- Prepositions e.g. before, next to, opposite
- Conjunctions e.g. but, while, as
- Pronouns e.g. they, she, us

**Intonation in Questions**

Statements usually end with a pitch fall. Questions that can be answered with a “yes” or “no” are exceptions to this rule and usually end with a rise in the pitch.

For example, see the following questions. Do you notice the rise at the end? (Underlined words are the focus words or words which are stressed)

- Are you married?
- Do you want to go out?
- Do you need a raise?

**Class Activity**

Underline the focus word in the following questions and mark where the intonation goes up?

- Do you drive a Car?
- Are you ready?
- Do you like to dance?
- Are you prepared for the meeting?
- Have you seen the patient in exam room two?

**Information Questions**

Now see these questions that cannot be answered with a “yes” or a “no”, we can call them information questions.

- How many **children** do you have?
- How **long** have you worked at this company?
- Where is the **boss** today?

These questions do not have a rise in the intonation at the end. Instead, the rise is on the more important word, the “focus word” in the sentence. This is also the word that gets the most stress. So
the intonation reinforces the stress pattern. Then the intonation drops at the end of the thought group, as it does in statements.

*Class Activity* Underline the focus words and mark where the intonation goes down.

- How much money do you make?
- When are you getting home tonight?
- Why didn’t you carpool today?
- Where did you leave the key?
- What’s your favorite flavor?

*Intonation with Choices*

When the speaker wants to offer you a choice, the pitch or intonation will go UP on the first (or all the choices before the last one) and down for the final option to indicate the end of choices.

For example, see the following sentences:

- Do you want chocolate or vanilla?
- Do you want chocolate, vanilla or strawberry?
- Do you want red, brown or black?

*Class Activity* Underline the word on which the intonation rises and mark the intonation at the end of the phrase.

- Do you want black or brown?
- Do you want mornings, afternoons or evenings?
- Which is better, Thursday, Friday or Saturday?
- Do you speak Mandarin or Cantonese?
- Do you need it today or tomorrow?
- Do you need a small, medium or large?

*Intonation/ Stress Shifts*

Sometimes the intonation and stress change to show what the speaker feels is important. For example, if you’ve been leaving office earlier each day this week and your boss asks the second question below, maybe she/he will stress TODAY and rise in intonation will also be on “today”. Listen as your instructor reads these sentences:

- You’ve left early every day this week.
- When are you leaving today?

Stress moves from one word to the other. Notice how the entire meaning of the question changes as stress moves from one word to the other.

1. When are you leaving today?
2. When are you leaving today?
3. When are you leaving today?
4. When are you leaving today?
New Vs Old Information

Directives:

A rise in intonation can highlight the new vs. old information. You can see the intonation focus in the following examples as it changes to highlight the new information.

For Example:

- I just found some quarters.
- How many quarters?
- Ten quarters.

Class Activity

Underline the focus words in the following exchange:

- I just got a raise.
- Was it a big raise?
- It was a big raise and a promotion.

Contours

I didn’t say he stole the money!

Intonation

I didn’t say he stole the money.
I didn’t say he stole the money.
I didn’t say he stole the money.
I didn’t say he said he stole the money.
I didn’t say he stole the money.
I didn’t say he stole the money.
I didn’t say he stole the money.
I didn’t say he stole the money.
I didn’t say he stole the money.

Reading with Expression

John said, “My father is here.”
“John”, said my father, “is here”

He sold his houseboat and car.
He sold his house, boat and car.

Wooden matches are used to start fires.
Wood and matches are used to start fires.
What does eligible mean?
What does eligible mean?
Rate of Speech

The class is given the following passage to read in groups and the partner notes down the time taken to read the 100-word passage.

Dwarfs

On dark nights, I sometimes dream of little dwarfs who like to ride through the woods and along country roads on tiny donkeys. On cold stabbing nights they try to invert riddles to the sound of wind. They tend to find clear skies disappointing and much prefers dark stormy nights. One dark dismal night in winter, I observed a dozen of these little men hunting for dandelions in the woods. It was raining hard but in the distance I could see a little figure riding away from me. I followed close behind until the dwarf reached a door through which he disappeared. I knocked hard on the door, hoping to catch a glimpse of where he lived. All of a sudden I heard a dreadful drumming sound behind me. A drunken dwarf dressed in a diamond – encrusted cloak was riding past me on a dappled donkey! I tried to address him, but with downcast eyes, he trundled down the road into the distance. As the day dawned, I woke from my dream.

Common Errors in Speech

- Where are you speaking from?
- Return back
- Four days back
- Double oo, 99 (Say it individually)
- Have a seat, have a book
- Home # not residence
- Give me/ give you a ring (call)
- Choose one (not pick)
- How did you find the place/person?
- Going to go
- Repeat again
- Why not
- Give an exam (take an exam)
- Speak loudly
- Back-side
- Cook / laugh myself
- Sports not games
- I was finding / searching him (looking for)
• Tomorrow we would be doing this. (Will)
• Today morning / Yesterday evening. (This / last)
• In the night (at)
• More better, more louder, more happier
• Very much less

Home Task - Ask the trainees to jot down some more common errors in speech.

Session 25. Introduction to Software
Session 26  Course Facilitation Skills

The design of the Josh Program is such that it makes the role of the facilitator extremely significant and of maximum importance to the success of the program. This is a path breaking program and the facilitators here will be examples for the entire country to follow.
To begin with let us understand some key things to be kept in mind to ensure the success of the program:

1. Positive Attitude
2. Possibility Attitude
3. Sustained enthusiasm about the program.
4. Be a part of the change. Be the change driver.
5. Knowledge about the program
6. Overcome own fears and help students overcome their fears. Fears create barriers to learning.
7. Be the student’s friend and provide positive counseling when required.
8. Give constructive feedback.
9. Build a dream for each student.

These are important traits that we have to build in our personalities if we need to be a powerful facilitator.

Facilitation tips

Classroom for E learning

1. Ensure timely attendance and maintain a strict sense of discipline about the same for the E learning session. Students should be inside the class at least 5 minutes prior to the telecast time.
2. Ensure systems are in place to ensure trouble free broadcast of the session.
3. Ensure each student carries the workbook when coming to attend the session.
4. Ensure active but serious and controlled participation as it will be a virtual classroom environment. Begin by participating yourself.
5. Maintain decorum during the broadcast.
6. Create an energetic environment in the class during the session.
7. Ensure workbook entries by all students.
8. Take questions at the end of the session.
9. Discuss Home tasks and create activities to ensure better grasp on the subject.

Computer Based Learning

1. The computer based learning would take place through specially designed software that would be installed at your college in the computer lab.
2. The purpose of the software is to supplement E learning and provide a practice environment.
3. It is important to understand the usage of the software well yourself so that the same learning to the student.
4. Ensure that all students who are part of the program do spend an hour a day for computer based learning. Maintain an attendance sheet.
5. Ensure students do not spend their time on other things on the computer during the classroom time.
6. Show students how to use the software and help them to get accustomed to this new form of learning.
7. Explain wherever required any understanding issue with the content.
8. Help students to connect computer based learning with the E learning session thus helping them to gain a better understanding of the subject.
Activity

Let’s do a little introspection. Write down the answer of the following questions:

1. **Am I proud to be a part of Josh? If yes then why?**
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. **What excites me about being a part of Josh?**
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. **What do I expect this program to achieve for**

   1) **My Students**
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

   2) **My State**
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

   3) **My self**
   _____________________________________________________________
In what ways will I contribute to the success of this program?

Session 27. Demo Session

Session 28. Q and A