CHAPTER IV

METHODOLOGY

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METHODOLOGY

Methodology is the procedure or technique adopted in research and it occupies a very prominent place in any type of research. The credibility and success of research depends very much on the suitability of the methods adopted, the tools and techniques used for the collection of data, and the statistical techniques employed. According to Rowntree (1981), “Methodology is the investigative practices and techniques (together with the accompanying ways of formulating problems and criteria for judging interpretations of evidence) that are peculiar to a particular discipline or craft or profession.” A suitable method helps the researcher to explore the diverse aspects of the study and adequately measure them so as to satisfy the requirements. The decision about the method depends on the nature of the problem under investigation and the kind of data collected for its solution.

The efficiency and generalisability attained by any study depends on the following factors as stated by Mouly (1964)

(i) The structure of an adequately representative sample.
(ii) The selection of valid and reliable tool for the collection of the data required.
(iii) The use of appropriate statistical techniques for the analysis and interpretation of the obtained data.

The details regarding the method adopted for the study, the sample selected, the tools used for collection of data, the data collection procedure and the statistical techniques employed for analysis of data are given below.
4.1 METHOD ADOPTED FOR THE STUDY

The purpose of the present study is to prepare and test the effectiveness of the instructional material to develop listening comprehension in English at the high school level (Standard VIII). Considering the objectives and the nature of the data required for the study, Normative Survey cum Experimental Method is considered suitable for the present study.

Normative Survey is used for collecting views and suggestions of teachers of English in the high schools of Kerala regarding the various aspects related to teaching and learning of English in general and teaching of listening comprehension in English in specific.

The word ‘Survey’ indicates the gathering of data regarding current conditions (Good and Scates, 1954) The word ‘Normative’ is used, because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice.

Experimental method is used for determining the effectiveness of the prepared instructional material in developing listening comprehension in English at the high school level. The effectiveness of the instructional material was tested by comparing the test scores (pre-test and post-test scores) of the experimental group (pupils who learn using instructional material) and the non-treatment control group. In this study the investigator uses the Non-equivalent Pre-test – Post-test Control Group design.
4.2 VARIABLES OF THE STUDY

Variables are the characteristics or conditions that are manipulated, controlled or observed by the experimenter.

Independent variables are the variables the experimenter manipulates or changes. Dependent variable is what the experimenter actually measures (Nation, 1997). In other words, the variables that are being predicted are called dependent variables and the variables from which predictions are made are called independent variables.

In the present study, the instructional material is the independent variable and the test scores of the Listening Comprehension Test is the dependent variable.

4.3 TOOLS USED FOR THE STUDY

Aggarwal (1966) defined tool as “the instruments employed as a means to gather new factors to explore new fields.” It is the appropriateness of the tools selected for research that determines the credibility of the study. The success of any investigation depends on the proper choice and intelligent application of the tools.

The following tools are employed for collecting necessary data:

(i) Questionnaire (for Teachers).
(ii) Instructional material to develop listening comprehension (Audio CD provided with the thesis).
(iii) Listening Comprehension Test.
(iv) Rating Scale regarding the suitability of instructional material in developing the sub-skills of listening comprehension (for Pupils).
(v) Instructional Material Evaluation Schedule (for Experts)

The description of the tools is provided below:
4.3.1 QUESTIONNAIRE (for Teachers)

The questionnaire is prepared to study the views and suggestions of high school teachers of English in Kerala regarding the following aspects:

(i) Methods/approaches adopted by teachers to teach English.
(ii) Reasons for the poor achievement of pupils in English.
(iii) Difficulties faced in teaching English.
(iv) The extent of development of the four basic skills of English language.
(v) Importance given to the development of listening comprehension.
(vi) Extent of provision of pre-listening activities.
(vii) Extent of provision of while-listening activities.
(viii) Extent of provision of post-listening activities.
(ix) Availability and relevance of Instructional material.
(x) Suggestions offered by teachers in improving listening comprehension.

The questionnaire items were prepared after surveying the literature related to the area under study, followed by discussion with subject experts. A copy of the questionnaire is given as Appendix I.
4.3.2. **INSTRUCTIONAL MATERIAL (IM) TO DEVELOP LISTENING COMPREHENSION (LC)**

The investigator prepared an Instructional Material for developing Listening Comprehension in English for pupils of Standard VIII, following the Kerala State syllabus (SCERT). It was a creative and constructive effort, for which detailed content analysis of course books and other related literature and discussions with experts were carried out. The IM includes four main sections. The details regarding each section are given below.

**SECTION I:** This section deals with the 44 distinct sounds in English. The pupils are introduced to the vowel system and the consonants. Exercises have been provided for 12 pure vowels, 8 vowel combinations known as diphthongs and the 24 consonants.

**SECTION II:** This section deals with word stress, the shift in stress and the accent in connected speech.

**SECTION III:** The third section deals with intonation pattern

**SECTION IV:** This section deals with listening comprehension, which is divided into two parts; the first part introduces a few games and the second part includes announcements, conversations, passages, etc. through which listening comprehension can be developed.

The Instructional Material is provided in the following section.
INSTRUCTIONAL MATERIALS

TO DEVELOP

LISTENING COMPREHENSION

(STANDARD VIII)

(AUDIO CD IS ATTACHED)

Prepared by : George Varghese
Research Scholar
University of Kerala

Supervised by : Dr. K. Anandan Nair
Research Guide
To the Teacher

This material aims to develop the sub-skills of listening comprehension of pupils of Standard VIII. The material is divided into four sections. The details are given below:

SECTION I:

This section has three parts which deal with the 44 distinct sounds in English. The pupils are introduced to the vowel system and the consonants. Exercises have been provided for 12 pure vowels in Part A, 8 vowel combinations known as diphthongs in Part B and the 24 consonants in Part C.

SECTION II:

This section deals with word stress, the shift in stress in words and the accent in connected speech.

SECTION III:

This section deals with intonation pattern in English language.

SECTION IV:

This section deals with listening comprehension which is divided into two parts; the first part introduces few games and the second part includes announcements, conversations, passages, etc., through which listening comprehension can be developed.

Each lesson in the first three sections begins with Listen & Repeat where examples on the topic discussed are provided, which gives ample opportunity to the pupils to listen and
repeat and hence grasp the idea. This is followed by a Let’s Practice part which helps the learners to reinforce what they have learned in each lesson. The exercises provided at the end of each lesson under the head Ear Training are to assess the achievement of the pupils. This will provide immediate feedback to the teacher and if necessary the lesson can be repeated or else the teacher can proceed to the next lesson. The lessons in the fourth section are intended to provide the English teachers with a variety of listening comprehension exercises so as to improve the pupils’ listening comprehension. The exercises intend to develop main idea comprehension, detail comprehension and inferential comprehension of the pupils.

The material also include an audio CD in which all the exercises have been recorded which can be used both in classrooms and language laboratories. The recording, however, are not intended to replace the teacher but only to supplement his/her work in the classroom by providing pupils with the opportunity for extensive practice.

The exercises in the CD are in such a manner that there is sufficient pause which gives the pupils an opportunity for repetition. The pupils can either speak in unison or individually, taking turns. The CD is developed in such a manner that the teacher can pause, play or repeat the exercises.

In the early stages, the pupils may have to repeat the exercises several times before they will be able to differentiate the sounds, identify the stress, and distinguish with certainty a falling tone from a rising tone. The recorded part can, of course, relieve the teacher of repetitive work and also provide a good model. Lessons or part of the lessons can be repeated a sufficient number of times for the pupils to attain the desired standard of excellence.
CONTENTS

SECTION I: DISCRIMINATION OF SOUNDS

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Lesson 3 /æ/ and /ɑː /
Lesson 4 /ʊ/ and /ʊː/
Lesson 5 /ʊ/ and /uː/
Lesson 6 /zː/ and /ə/

Part B: Diphthongs
Lesson 7 /eɪ/, /aɪ/ and /ɔɪ/
Lesson 8 /əʊ/ and /aʊ/
Lesson 9 /ɜ:/, /eə/ and /ʊə/

Part C: Consonants
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Lesson 12 /f/ and /v/
Lesson 13 /θ/ and /ð/
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SECTION IV: LISTENING COMPREHENSION
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ORGANS OF SPEECH

Fig. 1    Organs of speech
SECTION I

PART A – VOWELS

Lesson 1 /i/ and /i:/

This lesson deals with the vowel sounds /i/ as in bit and /i:/ as in beat. The vowel /i:/ is relatively long but the length is reduced before voiceless consonants.

I. 1

Listen and repeat

\[\text{insect} \quad \text{insult} \quad \text{invent}\]
\[\text{ship} \quad \text{whip} \quad \text{chip}\]
\[\text{early} \quad \text{daily} \quad \text{guilty}\]

The sound common to all these words is /i/.

**Articulation:** The rear part of the front of the tongue is raised in the direction of the hard palate, just above the half-close position. The tongue is comparatively lax. The lips are loosely spread.

**Occurrence:** The vowel can occur initially, medially and finally in a word

I. 2

Listen and repeat

\[\text{eat} \quad \text{east} \quad \text{each}\]
\[\text{beat} \quad \text{meat} \quad \text{seat}\]
\[\text{key} \quad \text{sea} \quad \text{tea}\]

The common sound here is /i:/ which is a long vowel.
**Articulation:** The front of the tongue is raised in the direction of the hard palate to a position almost near to close. The tongue is tense and the lips are spread.

**Occurrence:** The vowel can occur initially, medially and finally in a word.

### I. 3

**Let’s Practice**

<table>
<thead>
<tr>
<th>bit</th>
<th>beat</th>
<th>dip</th>
<th>deep</th>
<th>it</th>
<th>eat</th>
<th>fill</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>leave</td>
<td>rich</td>
<td>reach</td>
<td>sit</td>
<td>seat</td>
<td>slip</td>
<td>sleep</td>
</tr>
</tbody>
</table>

### I. 4

The following sentences have words containing /ɪ/ and /iː/ Listen and repeat.

(i) It’s difficult to believe his story.

(ii) If you try, you’ll succeed.

(iii) Please buy me some sweets.

### I. 5

**Ear Training**

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) The little boy beat (     ) / bit (     ) his sister.

   (ii) I am leaving (     ) / living (     ) with my brother.

   (iii) They are making bids (     ) / beads (     ) for the shop

2. Listen to the following pairs of words and write S (=same) if the two words heard are the same or D (=different) if they are different or X if you do not know.

   (i) weep     whip     (ii) fees     fizz

   (iii) deep     deep     (iv) leap     lip
Lesson 2 /e/ and /æ/

This lesson deals with the vowel sounds /e/ as in bed and /æ/ as in bad.

II .1

Listen and repeat

empire  empty  enter  engine
defense  offence  length  strength

The sound common to all these words is /e/.

Articulation: The front of the tongue is raised in the direction of the hard palate to a height between half-close and half-open. The lips are loosely spread. The tongue is tense. It is a front rounded vowel between half-close and half-open.

Occurrence: This vowel occurs only initially and medially in a word. It does not occur finally in a word.

II.2

Listen and repeat

absent  absolute  action  accident
bang  bank  hang  sang

The common sound here is /æ/.

Articulation: The front of the tongue is raised in the direction of the hard palate just below the half-open position. The lips are neutrally open. It is a front unrounded vowel just below the half-open position.

Occurrence: It occurs only initially and medially in a word. It does not occur finally in a word.
II.3

Let’s Practice

bed  bad  end  and  guess  gas  head  had
men  man  merry  marry  pen  pan  send  sand

II.4

The following sentences have words containing /e/ and /æ/. Listen and repeat.

(i) Leather bags are very expensive.
(ii) I collect stamps.
(iii) Could you lend me some money?

II.5

Ear Training

1. Listen to the following sentences and put a tick (√) against the word you hear.

   (i) The men (   ) / man (   ) didn’t come.
   (ii) I am looking for my pan (   ) / pen (   ).
   (iii) It is said (   ) / sad (   ) that he died.

2. Listen to the following words and coin a minimal pair with the other sound you have learnt in this lesson. E.g.: bet bat

   (i) peck _____ (ii) band _____
   (iii) set _____ (iv) letter _____
Lesson 3  /Λ/ and /α:/

This lesson deals with the vowel sounds /Λ/ as in duck and the long vowel /α:/ as in dark.

III. 1

Listen and repeat

uncle  under  upper
double  trouble  struggle

The sound common to all these words is /Λ/.

Articulation: The centre of the tongue is raised in the direction of that part of the roof of the mouth that is between the hard and soft palates to a height just above the open position. The jaws are wide and the lips are neutrally open. It is a central unrounded vowel just above open.

Occurrence: This vowel occurs only initially and medially in a word. It does not occur finally in a word.

III. 2

Listen and repeat

answer  army  argue
barber  harbour  charger
car  far  star

The common sound here is /α:/.

Articulation: A part of the tongue that is between the centre and the back (nearer the back than the centre) is in the fully open position. The jaws are wide and the lips are neutrally open. It is a back open unrounded vowel.

Occurrence: It occurs in the initial, middle and final position in a word. It is reduced when it occurs before voiceless consonants as in start, pass, etc.
III. 3

Let’s Practice

come  calm  cut  cart  done  darn  
hut  heart  luck  lark  much  march

III. 4

The following sentences have words containing /ʌ/ and /ɑː/. Listen and repeat.

(i) He’s lucky at games.
(ii) Hold your tongue, will you?
(iii) This is her last chance.

III. 5

Ear Training

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) The cup ( ) / cap ( ) she bought was very large.
   (ii) The local type of barn ( ) / bun ( ) is quite unusual.
   (iii) The buzz ( ) / bars ( ) of music.

2. Listen to the following pairs of words and write S (=same) if the two words heard are the same or D (=different) if they are different or X if you do not know.

   (i) budge  budge  (ii) duck  dark
   (iii) hum  harm  (iv) lover  larva
Lesson 4. /ɒ/ and /ɔː/:

This lesson deals with the vowel sounds /ɒ/ as in cot and the long vowel /ɔː/ as in caught.

IV. 1

Listen and repeat

honest honour offer often
clock knock pocket socket

The sound common to these words is /ɒ/.

Articulation: The back of the tongue is just above the fully open position. The jaws are wide open and the lips are slightly rounded. It is a back rounded vowel just above the open position.

Occurrence: It occurs only initially and medially in a word.

IV. 2

Listen and Repeat

all almost order
born border corner
door floor more

The common sound here is /ɔː/.

Articulation: The back of the tongue is raised in the direction of the soft palate between the half-open and half-close positions. The lips are rounded more than they are during the articulation of /ɒ/ and less than /ʊʊ/. It is a back rounded vowel between half-open and half-close.

Occurrence: It occurs initially, medially and finally. It is reduced when it occurs before voiceless consonants as in bought, walk, north, short, etc.
IV. 3

Let’s Practice

cot    caught    don    dawn    pot    port

cock    cork    not    nought    shot    short

IV. 4

The following sentences have words containing /ʊ/ and /ɔː/. Listen and repeat.

(i) It’s not his fault.
(ii) It cost him a fortune.
(iii) A meter of coarse cloth.

IV. 5

**Ear Training**

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) The pots (    ) / ports (    ) in this part of the country are famous.
   (ii) Should we keep this cork (    ) / cock (    ) any longer?
   (iii) A piece of cod (    ) / cord (    ) was lying on the kitchen table.

2. Listen to the following words and coin a minimal pair with the other sound you have learnt in this lesson. E.g.: **pot**    **port**

   (i) Sports    _______    (ii) caught    _______
   (iii) don    _______    (iv) short    _______
Lesson 5  /ʊ/ and /u:/

This lesson deals with the vowel sound /ʊ/ as in book and the long vowel /u:/ as in spoon.

V. 1

Listen and repeat

book  bush  push  
could  should  good

The sound common to these words is /ʊ/.

Articulation: The front part of the back of the tongue (nearer the centre than the back) is raised in the direction of the soft palate to a height just above half-close. The tongue is lax. The lips are rounded. It is a back rounded vowel just above half-close.

Occurrence: It occurs in the medial position. It does not occur in the initial position, and very rarely in the word final position, as in the unaccented form of the preposition `to’.

V. 2

Listen and repeat

amuse  abuse  choose  loose
blue  true  queue  view

The common sound here is /u:/.

Articulation: The back of the tongue is raised in the direction of the soft-palate to a height very near the close position. The tongue is tense. The lips are closely rounded. It is a back close rounded vowel.

Occurrence: It occurs in the word initial, medial and final positions. It is reduced before voiceless consonants as in duty, pupil, youth, etc.
V. 3
Let’s practice
full fool look Luke pull pool
could cooed wood wooed

V. 4
The following sentences have words containing /ʊʊ/ and /uː/. Listen and repeat.
(i) Which one would you choose?
(ii) How could you be so rude?
(iii) This news is too good to be true.

V. 5
EAR TRAINING
1. Listen to the following sentences and put a tick (√) against the word you hear.
   (i) It was wooed ( ) / wood ( ).
   (ii) You should try pulling ( ) / pooling ( ) your ploughs again.
   (iii) Look ( ) / Luke ( ) it’s amazing, isn’t it?

2. Listen to the following pairs of words and write S (=same) if the two words heard are the same or D (=different) if they are different or X if you do not know.
   (i) full fool (ii) wood wood
   (iii) pull pool (iv) could could
Lesson 6. /ɔː/ and /ɔː/

This lesson deals with the vowel sounds /ɔː/ as in bird and /ɔː/ as in about.

VI. 1
Listen and repeat

earn earnest early
burn turn girl
err fur stir

I searched and searched for a bird I heard in the church.

The sound common to these words is /ɔː/.

Articulation: The centre of the tongue is raised in the direction of that part of the roof of the mouth that is between the hard and soft palates to a height between half-close and half-open. The lips are spread. /ɔː/ is a central unrounded vowel between half-close and half-open.

Occurrence: It occurs in initial, medial and final position. It is reduced when it occurs before voiceless consonants as in hurt, verse, work, etc.

VI. 2
Listen and repeat

about apart operate opposite
centre colour mother brother

The sound common here is the weak vowel sound /ɔː/.

Articulation: In non final position /ɔː/ has the same articulation as /ɔː/ but differs in length. In the final position, the centre of the tongue is raised in the direction of the midpoint between the hard and soft palates to a height just below the half-open position.

/ɔː/ is a central unrounded vowel just below half-open.

Occurrence: It occurs initially, medially and finally in a word.
VI. 3
Listen and repeat the minimal pairs distinguishing /ɔː/ and /ɜː/.

bud  bird  hut  hurt  shut  shirt

VI. 4
Let’s Practice

earn  again  girl  garland
prefer  figure  occur  mother

VI. 5
The following sentences have words containing /ɔː/ and /ɜː/. Listen and repeat.

(i) The girl earn in dollars.
(ii) The journey of the beggar.

VI. 6

EAR TRAINING

1. Listen to the following words and write them in appropriate columns.

butter  occur  worm
ugly  burn  struggle

<table>
<thead>
<tr>
<th>/ɔː/</th>
<th>/ɜː/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B – DIPHTHONGS

Lesson 7 /eɪ/ /æɪ/ and /ɔɪ/

This lesson deals with the diphthongs /eɪ/ as in aim, /æɪ/ as in ice and /ɔɪ/ as in boy.

VII. 1

Listen and repeat

age eight baby lady
place wake play weigh

The sound common to these words is /eɪ/.

**Articulation:** The front of the tongue starts from a point just below the half-close position and moves in the direction of /iː/. The lips are spread. /eɪ/ is a glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.

**Occurrence:** It occurs initially, medially and finally in a word.

VII. 2

Listen and repeat

either island child mild
bright height buy why

The common sound here is /æɪ/.
Articulation: The glide begins at a point slightly behind the front open position and moves in the direction of /iː/. The lips are neutral at the beginning and become loosely spread towards the end. The jaw is wide open to begin with and narrows during the articulation of the second element. /aɪ/ is a glide from a front open unrounded vowel to a centralized front unrounded vowel just above half-close.

Occurrence: It can occur initially, medially and finally in a word.

VII. 3

Listen and repeat

oil    oyster    boil    spoil
joy    toy       annoy    employ

The common sound is /ɔɪ/.

Articulation: The glide begins at a point between back open and half-open (nearer half-open than open) and moves in the direction of /iː/. The jaw is slightly wide in the beginning and narrow towards the end. The lips are rounded at the beginning and loosely spread towards the end. /ɔɪ/ is a glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.

Occurrence: It occurs initially, medially and finally in a word.

VII. 4

Let’s Practice

/eɪ/    /aɪ/    /ɔɪ/
bay    buy    boy
play    ply    ploy
The following sentences have words containing /eɪ/, /aɪ/ and /ɔɪ/. Listen and repeat.

(i) They stayed awake the whole night.
(ii) What’s the title of the play?
(iii) You’ve spoilt my only chance.

EAR TRAINING

1. Listen to the following sentences and put a tick (✓) against the word you hear.
   (i) The all say that May ( ) / my ( ) flowers are the best.
   (ii) Our race ( ) / rice ( ) lasted a long time.
   (iii) He’s the biggest lawyer ( ) / liar ( ) I know.
   (iv) We are going to buy the isle ( ) / oil ( ) after all.

2. Listen to the words and identify the diphthong sounds and write the word in the appropriate column.

<table>
<thead>
<tr>
<th>hay</th>
<th>mile</th>
<th>players</th>
<th>voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
<td>employ</td>
<td>lake</td>
<td>my</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/eɪ/</th>
<th>/aɪ/</th>
<th>/ɔɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8  /əʊ/ and /aʊ/

This lesson deals with the diphthongs /əʊ/ as in no and /aʊ/ as in now.

VIII. 1
Listen and repeat
over  owner  bold  gold
know  throw  though

The sound common here is /əʊ/.

Articulation: The glide begins at a central position between half-close and half-open and moves in the direction of /ʊ/. The lips are neutral in the beginning and are rounded during the articulation of the second element /aʊ/ is a glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above half-close position.

Occurrence: It occurs initially, medially and finally in a word.

VIII. 2
Listen and repeat
out  owl  brown  crown
cow  how  plough

The common sound is /aʊ/.

Articulation: The glide begins at a back open unrounded position and moves in the direction of /ʊ/. The lips are neutral in the beginning and rounded towards the end.

Occurrence: It occurs initially, medially and finally in a word.
VIII. 3

Let’s Practice

<table>
<thead>
<tr>
<th>no</th>
<th>now</th>
<th>bow</th>
<th>bow (v)</th>
<th>known</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>hold</td>
<td>howled</td>
<td>boat</td>
<td>bout</td>
<td>phoned</td>
<td>found</td>
</tr>
</tbody>
</table>

VIII. 4

The following sentences have words containing /ɔʊ/ and /aʊ/. Listen and repeat.

(i) Won’t you sit down?
(ii) He’s proud of the house he owns.
(iii) The flower show is drawing large crowd.

VIII. 5

Ear Training

1. Listen to the following sentences and put a tick (✓) against the word you hear.
   (i) Have you phoned (✓) / found (✓) her yet?
   (ii) We keep foals (✓) / fowls (✓) in that field.
   (iii) The boat (✓) / bout (✓) is on time.

2. Listen to the words and identify the diphthong sounds and write the word in the appropriate column.

<table>
<thead>
<tr>
<th>load</th>
<th>how</th>
<th>bounce</th>
<th>open</th>
<th>surround</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɔʊ/</td>
<td></td>
<td>/aʊ/</td>
<td></td>
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</tbody>
</table>
Lesson 9  /ɪə/ /eə/ and /ʊə/

This lesson deals with the diphthongs /ɪə/ as in fear, /eə/ as in fair and /ʊə/ as in fewer.

IX. 1

Listen and repeat
ear real ideal
cheer fear dear

The sound common here is /ɪə/.

Articulation: The glide begins with a tongue position similar to that of /i/, and moves in the direction of /ə/. The lips are spread. /ɪə/ is a glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.

Occurrence: It occurs initially, medially and finally in a word.

IX. 2

Listen and repeat
airy hairy daring
bear rare wear

The sound common is /eə/.

Articulation: The glide begins in the front half-open position and moves in the direction of /ə/. The lips are neutral throughout. /eə/ is a glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.

Occurrence: It occurs initially, medially and finally in a word.
IX. 3

Listen and repeat

\textit{casual} \hspace{1cm} \textit{tourist} \hspace{1cm} \textit{security}

\textit{pure} \hspace{1cm} \textit{sure} \hspace{1cm} \textit{tour}

The common sound is /\textipa{ʊə}/.

\textbf{Articulation:} The glide starts with a tongue position similar to that of /\textipa{ʊ}/ and moves in the direction of /\textipa{ʊ}/. The lips are rounded in the beginning and spreads towards the end. /\textipa{ʊə}/ is a glide from a centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.

\textbf{Occurrence:} It occurs only medially and finally in a word and not initially.

IX. 4

Let’s Practice

/\textipa{ɪə}/ \hspace{1cm} /\textipa{ɛə}/ \hspace{1cm} /\textipa{ʊə}/.

\textit{fear} \hspace{1cm} \textit{fair} \hspace{1cm} \textit{fewer}

\textit{shear} \hspace{1cm} \textit{share} \hspace{1cm} \textit{sure}

\textit{tear (n)} \hspace{1cm} \textit{tear (v)} \hspace{1cm} \textit{tour}

\textit{peer} \hspace{1cm} \textit{pair} \hspace{1cm} \textit{poor}

IX. 5

The following sentences have words containing /\textipa{ɪə}/, /\textipa{ɛə}/ and /\textipa{ʊə}/. Listen and repeat.

(i) He appears to be rather daring.
(ii) We go to the theatre very rarely.
(iii) How dare you hurt that poor dog?
(iv) Don’t dare to go near the bear!
(v) The bus fare is too high for the poor.
E A R T R A I N I N G

1. Listen to the following sentences and put a tick (✓) against the word you hear.
   (i) She kept watching the two beers ( ) / bears ( ).
   (ii) He was steering ( ) / staring ( ) absent-mindedly towards the shore.
   (iii) The share was fair ( ) / fewer ( ).
   (iv) He was not cared ( ) / cured ( ).

2. Identify the diphthong sounds and write the words in the appropriate column.

<table>
<thead>
<tr>
<th>period</th>
<th>experience</th>
<th>spare</th>
</tr>
</thead>
<tbody>
<tr>
<td>cruel</td>
<td>daring</td>
<td>during</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/iə/</th>
<th>/eə/</th>
<th>/ʊə/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
PART C - CONSONANTS

Lesson 10  

/p/  /b/  /t/  /d/  /k/  /ɡ/  

This lesson deals with the consonants /p/, /b/, /t/, /d/, /k/, /ɡ/.

X. 1

Listen and repeat

<table>
<thead>
<tr>
<th>pin</th>
<th>pen</th>
<th>cup</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>bin</td>
<td>big</td>
<td>job</td>
<td>sob</td>
</tr>
<tr>
<td>tin</td>
<td>ten</td>
<td>cat</td>
<td>rat</td>
</tr>
<tr>
<td>den</td>
<td>din</td>
<td>band</td>
<td>hand</td>
</tr>
<tr>
<td>can</td>
<td>clan</td>
<td>black</td>
<td>slack</td>
</tr>
<tr>
<td>gun</td>
<td>gum</td>
<td>bag</td>
<td>lag</td>
</tr>
</tbody>
</table>

The words that you have listened to and repeated were words in which the following sounds occurred, of course, along with the other sounds.

/p/  /b/  /t/  /d/  /k/  /ɡ/  

These sounds are more or less similar to the sounds in most Indian languages and to the sounds in our mother tongue. There are however, a few differences but it does not create much confusion regarding its pronunciation.
X. 2

Let’s Practice

pack  back  pin  bin  cap  cab  mop  mob

town  down  ten  den  bet  bed  right  ride

cap  gap  cold  gold  lock  log  duck  dug

park  bark  dark

rope  robe  wrote  road  rock  rogue

X. 3

The following sentences have words containing /p/, /b/, /t/, /d/, /k/ and /g/. Listen and repeat.

(i) Betty bought a bit of better butter.

(ii) Where is the pack of pickle pepper Peter Piper picked?

(iii) Don’t trouble trouble it will double trouble you.

X. 4

Ear Training

Listen to the following sentences and put a tick mark (√) against the word you hear.

(i) I don’t like his greed (  ) / creed (  ) / deed (  ) at all.

(ii) Have you got any pins (  ) / bins (  ) / tins (  ).

(iii) Did you see the coast (  )/ ghost (  )/ post (  )/ toast (  ).
This lesson deals with the two affricate consonants /tʃ/ as in church and /dʒ/ as in judge.

XI. 1

Listen and repeat

chain  choose  chicken
nature  fixture  picture
catch  latch  teach

The sound common is /tʃ/.

**Articulation:** The soft palate is raised so as to shut off the nasal passage of air. The tip and blade of the tongue make a firm contact with the alveolar ridge, thereby blocking the oral passage of air. At the same time, the front of the tongue is raised in the direction of the hard palate in readiness for the fricative release. The tip and blade of the tongue are removed slowly from the teeth ridge and the air escapes with friction between the tip and blade of the tongue and the teeth ridge and also between the front of the tongue and the hard palate. /tʃ/ is a voiceless palato–alveolar affricate.

**Occurrence:** It occurs initially, medially and finally in a word.

XI. 2

Listen and repeat

jaw  join  general
agent  soldier  danger
bridge  edge  judge

The sound common is /dʒ/.  

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Articulation: /dʒ/ is articulated exactly like /tʃ/ except that the vocal chords vibrate during the articulation of /dʒ/. /dʒ/ is a voiced palate-alveolar affricate.

Occurrence: It occurs initially, medially and finally in a word.

XI. 3

Let’s Practice

cheap  jeep  chew  Jew  etch  edge
chill  Jill  rich  ridge  batch  badge

XI. 4

The following sentences have words containing /tʃ/ and /dʒ/. Listen and repeat.

(i) Watch the children in the church.
(ii) John and Jamal are the champions.
(iii) That’s a major change in the agenda.

XI. 5

Ear Training

1. Listen to the following sentences and put a tick (✓) against the word you hear.
   (i) Is that badge (    ) / batch (    ) ready?
   (ii) I believe he is really joking (    ) / choking (    ).
   (iii) That’s a larch (    ) / large (    ) tree.

2. Listen to the following pairs of words and write S (=same) if the two words heard are the same or D (=different) if they are different or X if you do not know.
   (i) rich    rich  (ii) chew    Jew
   (iii) Jane    Jane  (iv) larch    large
Lesson 12 /f/ /v/

This lesson deals with the labio-dental fricatives /f/ as in fan and /v/ as in van.

XII. 1

Listen and repeat

fall fold before suffer
knife wife

The sound common here is /f/.

Articulation: The soft-palate is raised, thereby shutting off the nasal passage of air. The lower lip is brought very near the upper front teeth in such a way that there is a very narrow gap between them. The lung-air escapes through this narrow gap with audible friction. The vocal cords are wide apart. /f/ is thus a voiceless labio-dental fricative.

Occurrence: It occurs initially, medially and finally in a word.

XII. 2

Listen and repeat

vain veil cover never
brave wave

The sound common here is /v/.

Articulation: /v/ is articulated exactly like /f/ except that during the articulation of /v/ the vocal cords vibrate producing voice. /v/ is thus a voiced labio-dental fricative.

Occurrence: It occurs initially, medially and finally in a word.
XII. 3
Let’s Practice
fan  van  fine  vine  knife  knives
leaf  leaves  fission vision  safe  save

XII. 4
The following sentences have words containing /f/ and /v/. Listen and repeat.
(i) Very few.
(ii) I found a fan in the van.
(iii) Fifty five fresh loaves and forty five fine fishes with fine vine.

XII. 5
EAR TRAINING
1. Listen to the following sentences and put a tick (√) against the word you hear.
   (i) I bought four fans (  ) / vans (  ) last month.
   (ii) Haven’t they caught the thief (  ) / thieves (  ) yet?
   (iii) They make fine furs (  ) / verse (  ).

2. Listen to the following words and coin a minimal pair with the other sound you have learnt in this lesson. E.g.: fan  van
   (i) Few _______ (ii) ________ vine
       (iii) _______ veal (iv)safe _______
Lesson 13 /θ/ /ð/.

This lesson deals with the dental fricatives /θ/ as in thank and /ð/ as in that.

XIII. 1

Listen and repeat

think    thank    empathy    sympathy
birth    earth

The sound common is /θ/.

Articulation: The soft palate is raised, thereby shutting off the nasal passage of air. The tip of the tongue makes a light contact with the upper front teeth. The lung-air, escapes through the narrow gap between the tip of the tongue and the upper front teeth with audible friction /θ/ is a voiceless dental fricative.

Occurrence: It occurs initially, medially and finally in a word.

XIII. 2

Listen and repeat

this    these    either    rather
breathe    smooth

The sound common is /ð/.

Articulation: /ð/ is articulated exactly like /θ/ except that during the articulation of /ð/ the vocal chords vibrate producing voice. /ð/ is a voiced dental fricative.

Occurrence: It occurs initially, medially and finally in a word.
XIII. 3

Let’s practice

thigh thy sooth soothe north northern
loath loathe whither whether

XIII. 4

The following sentences have words containing /θ/ and /ð/. Listen and repeat.

(i) Through thick and thin.
(ii) The third day of the month is Thursday.
(iii) He was an athlete and an author.

XIII. 5

Ear Training

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) She was worried when she saw the baby’s teeth (✓) / babies teethe ( ).
   (ii) Thieves (✓) / These ( ) are dangerous.

2. Listen to the following words and write them in appropriate columns.

   birth          brother          thumb
   sympathy       although         those

   /θ/  /ð/
   __    __
Lesson 14 /s/ and /z/

This lesson deals with the alveolar fricatives /s/ as in sink and /z/ as in zinc.

XIV. 1

Listen and repeat

seal  seat  insect  inspect

face  grace

The sound common here is /s/.

**Articulation:** The soft palate is raised so as to shut off the nasal passage of air. The tip and blade of the tongue are brought near the teeth-ridge in such a way that the space between them is very narrow. The lung-air escapes through this narrow gap with audible friction. The vocal cords are kept wide apart. /s/ is thus a voiceless alveolar fricative.

**Occurrence:** It occurs initially, medially and finally in a word.

XIV. 2

Listen and repeat

zeal  zero  busy  easy

freeze  seize

The sound common here is /z/.

**Articulation:** /z/ is articulated exactly like /s/ except that during the articulation of /z/ the vocal cords vibrate, producing voice. /z/ is thus a voiced alveolar fricative.

**Occurrence:** It occurs initially, medially and finally in a word.
It is also necessary to acquire the correct distribution of /s/ and /z/ in inflectional suffixes, that is, in the plural and possessive forms of nouns and the present simple third person singular forms of verbs.

The inflectional suffix is

(i) pronounced /s/ after voiceless consonants other than /tʃ/, /s/ and /ʃ/ as in *tops, eats, locks*.

(ii) pronounced /z/ after voiced consonants other than /dʒ/, /z/ and /ɪʃ/ as in *actors, ladies, tables, walls*.

(iii) pronounced /ɪʃ/ after /tʃ/, /dʒ/, /s/, /z/, /ʃ/ and /ɪʃ/ as in *buses, churches, judges, accuses, catches, damages*.

### XIV. 3

**Let’s Practice**

- *bus*  *buzz*  *cease*  *seize*  *false*  *falls*
- *ice*  *eyes*  *peace*  *peas*  *race*  *rays*

### XIV. 4

The following sentences have words containing /s/ and /z/. Listen and repeat.

(i) A noisy noise annoys an oyster.

(ii) I don’t see any roses here.

(iii) My sister is very lazy.
XIV. 5

*Ear Training*

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) Is the zinc (   ) / sink (   ) in good condition.

   (ii) He was racing (   ) / raising (   ) the bicycle.

   (iii) I haven’t seen the plays (   ) / place (   ) yet.

2. Listen to the following words and write them in appropriate columns.

   rice  race  rise  loose  lose

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

124
Lesson 15 /ʃ/ and /ʒ/

This lesson deals with the palato – alveolar fricative /ʃ/ as in shell and /ʒ/ as in measure.

XV. 1

Listen and repeat

shore  short  fashion  passion
ash  splash

The sound common here is /ʃ/.

Articulation: The soft-palate is raised so as to shut off the nasal passage of air. The tip and blade of the tongue are brought very near the teeth ridge. At the same time, the front of the tongue is raised in the direction of the hard palate. The lung air escapes through the narrow gap between the tip and blade of the tongue and the teeth ridge and between the front of the tongue and the hard palate with audible friction.

Occurrence: It occurs initially, medially and finally in a word.

XV. 2

Listen and repeat

pleasure  treasure  leisure
garage  collage

The sound common here is /ʒ/.

Articulation: /ʒ/ is articulated exactly like /ʃ/ except that during the articulation of /ʒ/ the vocal chords vibrate, producing voice. /ʒ/ is a voiced palato – alveolar fricative.

Occurrence: It occurs only in medial and final positions.
XV. 3

Let’s Practice

dilution  delusion  asher  azure
fission  fusion  casual  usual

XV. 4

The following sentences have words containing /ʃ/ and /ʒ/. Listen and repeat.

(i) We shall share the expenses.
(ii) He has recently got his garage painted.
(iii) It was Ram’s decision to buy a new pair of shoes.

XV. 5

EAR TRAINING

1. Listen to the following sentences and put a tick (✓) against the word you hear.

   (i) It appeared to be full of confusions (✓) / Confucians ( ) again.
   (ii) It was great pleasure (✓) / pressure ( ).

2. Listen to the following words and write them in appropriate columns.

<table>
<thead>
<tr>
<th>Shore</th>
<th>pressure</th>
<th>explosion</th>
<th>special</th>
<th>measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʃ/</td>
<td>/ʒ/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 16  /m/ /n/ and /ŋ/

This lesson deals with the nasal consonant /m/ as in mail, /n/ as in nail, and /ŋ/ as in sing.

XVI. 1

Listen and repeat

meat  minute  simple  humble
cream  stream

The sound common here is /m/.

Articulation: The two lips make a firm contact with each other, thereby shutting off the oral passage of air. The vocal cord vibrates, producing voice. The soft palate is lowered so that the air escapes freely through the nose. /m/ is thus a voiced bilabial nasal.

Occurrence: It occurs initially medially and finally in a word.

XVI. 2

Listen and repeat

knee  nest  pencil  stencil
noun  town

The sound common here is /n/.

Articulation: The oral closure is effected by the tip or blade of the tongue making a firm contact against the alveolar ridge. The soft palate is lowered and thus the nasal passage of air is open. The lung-air escapes freely through the nostrils. The vocal cords vibrate, producing voice. /n/ is thus a voiced alveolar nasal.

Occurrence: It occurs in the initial, medial and final positions in a word.
XVI. 3

Listen and repeat

*ink*  *pink*  *drink*

*hang*  *tongue*  *young*

The sound common here is /ŋ/.

**Articulation:** The oral closure is effected by the back of the tongue making a firm contact with the soft palate. The soft palate is lowered thereby opening the nasal passage of air. The lung-air escapes freely through the nostrils. The vocal cords vibrate, producing voice. /ŋ/ is thus a voiced velar nasal.

**Occurrence:** It occurs only in the medial and final position in a word.

---

XVI. 4

Let’s Practice

*kim*  *kin*  *king*  

*some*  *sun*  *sung*

*dumb*  *done*  *dung*  

*ram*  *ran*  *rang*

---

XVI. 5

The following sentences have words containing /m/ /n/ and /ŋ/. Listen and repeat.

(i)  Nails  /  New Nails  /  Nine new nails  /  ninety-nine new nails

(ii)  Men  /married men  /  many married men

(iii)  Singing and dancing when it’s raining.
XVI. 6

**Ear Training**

1. Listen to the following sentences and put a tick (√) against the word you hear.
   (i) I’m tired of hearing about his wins (√) / **whims** ( ) / wings ( ).
   (ii) She is a swimmer ( ) / sinner ( ) / **singer** ( ).
   (iii) It was a game ( ) / **gain** ( ) / gang ( ).

2. Listen to the following words and write them in appropriate columns.

<table>
<thead>
<tr>
<th>man</th>
<th>time</th>
<th>snail</th>
<th>singer</th>
</tr>
</thead>
<tbody>
<tr>
<td>smack</td>
<td>gun</td>
<td>bench</td>
<td>king</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/m/</th>
<th>/n/</th>
<th>/ŋ/</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>
This lesson deals with the lateral consonant /l/ as in **late** and /r/ as in **red**.

### XVII. 1

**Listen and repeat**

- **laugh**
- **large**
- **allow**
- **below**
- **tool**
- **fool**

The sound common here is /l/.

**Articulation**: The soft palate is raised so as to shut off the nasal passage of air. The tip of the blade of the tongue makes a firm contact with the alveolar ridge thereby blocking the oral passage of air in the centre of the vocal tract. The sides of the tongue are lowered and the air escapes without any friction. The vocal chords vibrate.

English RP has distinguished two varieties of /l/:

i) a **clear /l/** is used when it is followed by a vowel or /j/ as in **letter, million, flute**.

ii) a **dark /l/** is used when it is not followed by a vowel as in **hall, seal, and before consonants other than /j/ as in health, milk, etc.**

**Occurrence**: It occurs initially, medially and finally in a word.

### XVII. 2

**Listen and repeat**

- **ripe**
- **rice**
- **raise**
- **bread**
- **barrel**
- **borrow**

The sound common here is /r/.
**Articulation:** The soft palate is raised so as to shut off the nasal passage of air. The tip of the tongue is brought near the rear part of the teeth ridge in such a way that there is sufficient gap between the two for the air to escape freely without any friction. The vocal chords vibrate.

In RP, /r/ is pronounced only when it occurs immediately before vowels; elsewhere it is silent (i.e., before consonants, word finally, etc.). E.g.: Room, bread, car, arm.

In RP, the word final /r/ is, however, pronounced when the next word begins with a vowel in a sentence. This is called a linking /r/. E.g.: Are they awake?

**Occurrence:** It occurs initially and medially in a word but not finally in a word. Final ‘r’ in spelling is always silent.

---

**XVII. 3**

Let’s Practice

<table>
<thead>
<tr>
<th>late</th>
<th>rate</th>
<th>flight</th>
<th>fright</th>
</tr>
</thead>
<tbody>
<tr>
<td>lies</td>
<td>rise</td>
<td>correct</td>
<td>collect</td>
</tr>
<tr>
<td>long</td>
<td>wrong</td>
<td>flame</td>
<td>frame</td>
</tr>
</tbody>
</table>

**XVII. 4**

The following sentences have words containing /l/ and /r/. Listen and repeat.

(i) I have no clue where the crew is!

(ii) Hurry up or you’ll be late.

(iii) All the players knelt on the floor and prayed.
XVII. 5

Ear Training

1. Listen to the following sentences and put a tick (√) against the word you hear.

   (i) I’ll try to **correct** (  ) / **collect** (  ) them.

   (ii) I’d like to buy the fruit (  ) / **flute** (  ).

   (iii) Do you like the glass (  ) / **grass** (  )?

2. Listen to the words and coin a minimal pair with the other sound that you have learnt in this lesson.

   (i) Pray _______ (ii) Late _______

   (iii) glow _______ (iv) right _______
Lesson 18 /h/ /w/ and /j/.

This lesson deals with the glottal fricative /h/ as in hut, and the semi vowels /j/ as in yard and /w/ as in wage.

XVIII. 1

Listen and repeat

hill  heal  heap
behave  behind  perhaps

The sound common here is the consonant /h/.

Articulation: The air from the lungs escapes through a narrow glottis with audible friction.
Occurrence: It occurs in the initial and medial position in a word.

XVIII. 2

Listen and repeat

wage  wake  weak
awake  language  equal

The sound common here is /w/.

Articulation: The back of the tongue assumes a position required for the articulation of a vowel between back close and back half-close depending upon the closeness or otherwise of the vowel that follows it. The soft-palate is raised so that the nasal passage or air is blocked completely. The tongue moves immediately to the position of the sound that follows /w/. The lips are rounded. The vocal chords vibrate.
Occurrence: It occurs only word initially and word medially.
XVIII. 3
The semi vowel /w/ is often confused with the fricative /v/.

Let’s practice
vile while vice wise
vine wine vast waste

The novelty soon wore off.
He visits us once a week.

XVIII. 4
Listen and repeat
unit union yield yellow
accuse excuse

The sound common here is /j/.

Articulation: The front of the tongue takes up a position necessary for the articulation of a vowel between front close and front half-close depending upon the closeness or openness of the vowel that follows /j/. The soft palate is raised so as to shut off the nasal passage of air. The vocal cord vibrates. The lips are spread but there may be anticipating lip sound if /j/ is followed by a rounded vowel.
Occurrence: It occurs initially and medially in a word.

XVIII. 5
Let’s practice
hot yacht what
horn yawn warn
hell yell well
hard yard ward
XVIII. 6

The following sentences have words containing /h/ /w/ and /j/. Listen and repeat.

(i) Oh, for health, wealth and youth!
(ii) How I wonder what you are!
(iii) Why do you weave your hair?

XVIII. 7

Ear Training

1. Listen to the following sentences and put a tick (√) against the word you hear.

   (i) I don’t think yours ( )/ wars ( ) / horse ( ) will help very much here.
   (ii) Our hearth ( ) / wealth ( ) / youth ( ) isn’t as pretty as yours.
   (iii) See the yard ( ) / ward ( ) / horde ( ).

2. Listen to the following words and write them in appropriate columns.

   horn          amuse          value
   wage          square         behave

   /h/     /w/     /j/

   |     |     |     |
   |     |     |     |
   |     |     |     |
   |     |     |     |
   |     |     |     |
   |     |     |     |
SECTION II

WORD STRESS / WORD ACCENT

English is a stress – timed language and therefore word stress is an important feature of spoken English. Incorrect word stress by Indian speakers is one of the most frequent causes of being unintelligible to other speakers of English.

While pronouncing words of more than one syllable, one of the syllables is said with more force than the others. This is called word stress or word accent and marked thus ( ’ )

Accent or stress in English words is not fixed to any given position in a word. We cannot say that the first or the second or the last syllable in a word will always be stressed in English.

LESSON 19

This lesson deals with the stress of words containing two syllables.

XIX. 1

Two syllable words with stress on the first syllable.

Listen and repeat

\'/advent\'  \'/battle\'  \'/certain\'  \'/doctor\'
\'/English\'  \'/fortune\'  \'/into\'  \'/nature\'
\'/rescue\'  \'/system\'  \'/window\'  \'/yellow\'

XIX. 2

Two syllable words with stress on the second syllable.

Listen and repeat

\'/about\'  \'/beyond\'  \'/concern\'  \'/decay\'
\'/entire\'  \'/hotel\'  \'/machine\'  \'/observe\'
\'/prevent\'  \'/support\'  \'/unless\'  \'/without\'
**XIX. 3**

*Ear Training*

Listen to the words and identify whether the accent is on the first or second syllable.

(i) /æl'wɛs/   (ii) /ə'pɑrt/   (iii) /dɛ'saɪd/
(iv) /lɑdi/   (v) /prə'pəz/  (vi) /'nʌmbər/

**LESSON 20**

**Shift In Stress**

In English there are a number of two syllable words in which the stress pattern depend on whether the word is used as a verb, noun or adjective. In these words, *the stress is on the second syllable when they are used as verbs and on the first syllable when used as nouns or adjectives.*

**XX. 1**

Listen and repeat

<table>
<thead>
<tr>
<th>/kən'flekt (n)</th>
<th>/'kɑnflɪkt (vb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɪk'splɔɪt (n)</td>
<td>/'ɪksploɪt (vb)</td>
</tr>
<tr>
<td>/sə'vɛrɪ (n)</td>
<td>/'sɜrvɪ (vb)</td>
</tr>
<tr>
<td>/'æbsənt (adj)</td>
<td>/'æb'sɛnt (vb)</td>
</tr>
<tr>
<td>/fri'kwɛnt (adj)</td>
<td>/'frɛkwɛnt (vb)</td>
</tr>
</tbody>
</table>
**XX. 2**

**Ear Training**

Listen to the following sentences and mark the shift in stress.

(i) He was a /\convict.
   He was con\'victed.

(ii) The /\increase is very little.
    Let\’s in\'crease it.

(iii) Please pre\sent your case.
     He was /\present at the lecture.

(iv) He ab\sent himself.
     He is /\absent.

---

**Lesson 21**

This lesson deals with the stress of words containing more than two syllables.

**XXI. 1**

Three syllable words with stress on the first syllable.

**Listen and repeat**

\'accident  \'educate  \'company  
\'moderate  \'quality  \'sympathy

**XXI. 2**

Three syllable words with stress on the second syllable.

**Listen and repeat**

\advantage  \behaviour  \confusion  
\important  \remember  \together
XXI. 3

Three syllable words with stress on the third syllable.

Listen and repeat

after\text{noon} \quad introduce \quad recommend
enter\text{tain} \quad reproduce \quad understand

RULES / HINTS for stress of words in terms of their suffixes.

1. Words with weak prefixes have primary accent on the root.
   E.g.: a\text{head} \quad be\text{low}

2. The suffixes listed below do not affect the stress:
   \text{-ance} \quad \text{-age} \quad \text{-ant} \quad \text{-en} \quad \text{-ent} \quad \text{-er}
   \text{-ess} \quad \text{-fy} \quad \text{-hood} \quad \text{-ice} \quad \text{-ish} \quad \text{-ism}
   \text{-ed} \quad \text{-less} \quad \text{-ly} \quad \text{-ment} \quad \text{-ness} \quad \text{-ship}
   \text{-ure} \quad \text{-zen} \quad \text{-es} \quad \text{-ing} \quad \text{-ful} \quad \text{-ive}
   Eg. utter \quad utterance
   real \quad realism

3. Words ending in \text{-ion} take the primary accent on the penultimate syllable.
   E.g.: adm\text{iration}, comb\text{ination}.

4. Words ending in \text{-ie}, \text{-ical}, \text{-ically}, \text{-ions}, \text{-ial} and \text{-ially} the primary accent is on the syllable preceding the suffix.
   E.g.: pol\text{getic}, econ\text{omically}, confi\text{dentially}.

5. Words ending in \text{-ity} take the accent on the ante-penultimate syllable, or the third syllable from the end.
   E.g.: ab\text{ility}, gene\text{rosity}, oppor\text{tunity}.
XXI. 4

EAR TRAINING

Listen to the following for the stress and put a tick (√) against the word you hear.

(i) ˈdepartment  √  department  √  departˈment  √
(ii) ˈconfidence  √  conˈfidence  √  confiˈdence  √
(iii) ˈtogether  √  toˈgether  √  togeˈther  √
(iv) ˈintroduce  √  inˈtroduce  √  introˈduce  √

LESSON 22

ACCENT IN CONNECTED SPEECH

This lesson deals with the pattern of stress or accent in connected speech i.e., in sentences.

XXII. 1

Listen and repeat

(i) He’s ˈlost his `pen.
(ii) We ˈwent to the `market.
(iii) I ˈwant to ˈbuy a `pen.

Connected speech in English has its own patterns of accent. Words that are important for meaning – content words like nouns, adjectives, principal verbs and adverb – are generally accented. Grammatical words like articles, personal and relative pronouns, auxiliary verbs, preposition and conjunctions are generally not accented. Contrasted forms are used to maintain rhythmic patterns.
XXII. 2

Listen and repeat

(i) ˈCall again toˈmorrow.
(ii) ˈWhen are you reˈturning?
(iii) She’s ˈgone to ˈbed.

When a word of more than one syllable is accented in connected speech, the accent falls on the syllable that is normally accented when the word is said in isolation.

XXII. 3

Listen and repeat

(i) ˈI want you to ˈdo it.
(ii) ˈI want ˈyou to ,do it.
(iii) ˈIˌ,want you toˌdo it.

In English the choice of the syllable receiving primary accent depends on the meaning the speaker wants to convey.

XXII. 4

Let’s Practice

1. ˈI should ˈgo.
   ˈIˌshouldˌgo.
   ˈIˌshouldˌgo.

2. ˈWhere are you ˈgoing?
   ˈWhere are youˌgoing?
   ˈWhere are youˌgoing?

3. It’s ˈmade of ˈwood.

4. She ˈmade it herˈself.

5. We ˈwent to the ˈmarket.

6. The ˈbooks are inˈside.

7. The ˈfactory has been ˈclosed.
SECTION III

INTONATION

Every language has its own intonation. The patterns of variation of the pitch of the voice constitute the intonation of a language. When we speak the voices rise and fall. The speaker divides the utterance into tone groups, each group having a nucleus, also called the tonic syllable. It is on this tonic syllable that a noticeable pitch movement, that is, a change in the pitch of the voice, is initiated. If the voice falls, we say we have a ‘falling tone’ or ‘falling intonation’ and is marked thus (‘`). If the voice rises, we say we have a ‘rising tone’ or ‘rising intonation’ and is marked thus (`,`).

It is very important that pupils develop the ability to recognize the various tones correctly for accurate comprehension. The two basic aspects the pupils have to learn is

(i) What sort of a change in pitch of the voice should be used (tone)?

(ii) At what point should this change in pitch be initiated (nucleus)?

The intonation pattern helps the listener;

- to identify the sentence type – statement, question, command or a request.
- to identify the attitude or the mood of the speaker - interested, bored, annoyed, sarcastic, etc.
LESSON 23

This lesson deals with locating the nucleus in short utterances, each nucleus having either a falling or a rising tone.

XXIII. 1

Listen

His 'name is `Ravi. (statement)

His 'name is ,Ravi? (question)

Did you notice any difference in the pitch variation in the above sentences?
Yes, we see that the voice falls with the word Ravi in the first sentence which is a statement and the voice rises with the word Ravi in the second sentence which is a question.

In these two sentences a noticeable change in the pitch of the voice takes place with the word ‘Ravi’ and hence this syllable is known as the nucleus.

XXIII. 2

Let’s Practice

Repeat the individual words and the tone groups in which they occur as the nucleus.

1. 'Yes
   I 'think he’ll 'say `yes.

2. ,Yes
   D’you 'think he’ll 'say ,yes?

3. 'confi`dential
   The 'letter is a 'confi`dential one.

4. re,liable
   'Is your 'driver re,liable?

5. Sur`prising
   How sur`prising!
XXIII. 3

**Ear Training**

Identify the nucleus in each sentence.

(i) ¹Do you recognise him?
(ii) I¹find it¹difficult to understand.
(iii)¹Was your¹briefcase expensive?
(iv) I¹want you to wait.
(v)¹This is the¹end of the exercise.

LESSON 24

This lesson deals with the use of both the falling and the rising tones, and in distinguishing them.

XXIV. 1

**Listen and repeat**

(i) She¹wasn’t here yesterday.
(ii) He¹doesn’t seem to eat very well.
(iii) Your¹answer’s correct.

Here we see a pitch movement from a high pitch to a low pitch with the nucleus *yesterday, eat* and *correct*. Such fall in pitch in a sentence is referred to as a **Falling Tone** or **Falling Intonation**.
XXIV. 2

Listen and repeat

(i)  'Let me 'see your ,newspaper.
(ii)  'Can you ,spare all that ,money?
(iii) Is 'five a con,venient time?

Here we see a pitch movement from a low pitch to a high pitch with the nucleus 
newspaper, spare, convenient. Such rise in pitch in a sentence is referred to as a Rising Tone or Rising Intonation.

XXIV. 3

Let's Practice

(i)  'Are you 'ready for ,tea?
(ii)  I'll be 'there in a `minute.
(iii) Did 'any 'pupil turn ,up?
(iv)  They 'all came to,day.
(v)  'Get `out!
(vi)  'What a 'fine `day!
(vii) 'He is `well, `isn’t he?
(viii) 'Please 'open the ,door.
**Tips**

**Falling tone is usually used in**
- declarative sentences uttered as ordinary statements without any implications, and when tone group is final.
- wh – questions uttered in a normal way expecting some information in the reply
- commands
- exclamations
- tag questions confirming expectation.

**Rising tone is generally used in**
- incomplete utterances
- listing items except last one
- declarative sentences used as questions
- yes/no questions
- wh – questions asked in a warm, friendly way indicating extra politeness and interest.
- polite requests
- tag questions expecting information.

**XXIV. 4**

**Ear Training**

1. Listen to the following sentences and identify whether falling or rising intonation.

   (i) 'I went to the `party.
   (ii) 'Come `here.
   (iii) 'You are 'ready for the ,test?
   (iv) 'What a 'lovely `sight!
   (v) 'Please’ pass the ,salt.
   (vi) 'Mary is `coming, 'isn’t she?
2. Identify the sentence type.

(i) I am twelve years old.
   (a) Statement  (b) Question  (c) Request  (d) Exclamation
(ii) But is it true that you are changing your job?
    (a) Statement  (b) Question  (c) Request  (d) Exclamation
(iii) Hello John.
    (a) Greeting  (b) Question  (c) Request  (d) Exclamation
(iv) Sorry I’m so late, Hari.
    (a) Greeting  (b) Question  (c) Apology  (d) Exclamation
(v) Come here early tomorrow.
    (a) Greeting  (b) Question  (c) Exclamation  (d) Command
(vi) How beautiful it is!
    (a) Greeting  (b) Question  (c) Apology  (d) Exclamation
(vii) Will you lend me your book?
    (a) Statement  (b) Question  (c) Request  (d) Exclamation
(viii) I’m afraid I can’t Mr. Arun.
    (a) Greeting  (b) Question  (c) Apology  (d) Exclamation
(ix) Hurrah! We have won!
    (a) Greeting  (b) Question  (c) Apology  (d) Exclamation
(x) I am going to Delhi tomorrow.
    (a) Greeting  (b) Statement  (c) Apology  (d) Exclamation
SECTION IV

LISTENING COMPREHENSION

The present day English language education in India which is examination oriented and based on mere memorization doesn’t equip the learners to handle the language as desired. The basic skills especially listening and speaking are ignored at all levels of education and as a result the pupils are not even able to comprehend properly what they hear.

One of the purposes of teaching English is to make the pupils proficient in listening skills so that they can comprehend what they hear in various situations they encounter in real life. This section is intended to provide the English teachers with a variety of listening comprehension exercises so as to improve the pupils’ listening comprehension. The exercises intend to develop main idea comprehension, detail comprehension and inferential comprehension of the pupils.

The response sheets with the questions to be answered should be provided to the pupils well before the listening exercise and the teacher should provide time for the pupils to go through the questions as a pre-listening activity. This would help the pupils to have a frame of mind on what to listen for. The passages given in the exercises are also available in the CD and the teacher can make use of them in appropriate situations. The variety of listening passages and exercises presented in this unit will positively prove to be educative besides being enjoyable.
PART A - GAMES

1. FIND ME OUT I

**Aim:** To practice attentive listening and develop the ability to identify and discriminate words and objects.

**Aids:** Copies of the response sheet with the pictures and other usual classroom aids.

**Pre-activity instruction:** Teacher will explain the need for attentive listening to enable discrimination of similar words.

**Procedure:** The teacher will distribute the picture card to every pupil and then read out the words given below and the teacher will ask the pupils to identify and choose the picture of the word they hear and circle the picture in the response card.

**Discussion:** Teacher leads a discussion on how attentive listening can help us identifying and discriminate words and objects.

**Teacher reads out:**

1. Cap  
2. Socket  
3. Fork  
4. Bin  
5. Crane

1.
2. **FIND ME OUT II.**

**Aim:** To practice attentive listening and develop the ability to identify and discriminate phrases.

**Aids:** Copies of the response sheet with the pictures and other usual classroom aids.

**Pre-activity instruction:** Teacher will explain the need for attentive listening to enable discrimination of phrases.

**Procedure:** The teacher will distribute the picture card to every pupil and then read out the phrases given below and the teacher will ask the pupils to identify and choose the picture of the phrase they hear and circle the picture in the response card.

**Discussion:** Teacher leads a discussion on how attentive listening can help us identifying and discriminate phrases.

**Teacher reads out:**

1. A plane crash  
2. He is reading  
3. Hot weather  
4. A loaf of bread  
5. Falling tree

1.
Aim: To develop listening comprehension and logical sequencing.

Aids: Handouts of pictures described in the passage which is given below and other usual classroom aids.

Pre-listening:

Have you been to a restaurant?
What do you usually like to eat?

Have you ever experienced a situation where the waiter bringing you something different from what you have ordered?

What will you do in such a situation?

Word Study

Burger – finely chopped meat made into a flat round shape that is then fried, often served in bread roll.

Noodles – a long thin strip of pasta cooked often with vegetables or minced chicken.

Listen to the following and choose the correct picture sequence according to the description.
Teacher reads out:

I went to a restaurant. The waiter came to me and gave me the menu and took the order, I ordered noodles. I waited for about 15 minutes, and then the waiter brought me burger. I said “no this is not what I ordered”. He took the burger away and I waited for another ten minutes and then he brought me noodles.
4. PICTURE SEQUENCE II

**Aim:** To develop listening comprehension and logical sequencing.

**Aids:** Handouts of pictures described in the passage which is given below and other usual classroom aids.

**Pre-listening:**

Have you been to an airport?

Have you ever travelled in an Aeroplane?

Have you ever experienced a situation when you were late and missed a bus, train or flight?

What will you do in such a situation?

Listen to the story of Tina, on how she almost missed the flight to Hong Kong because she got up late. Choose the correct picture sequence according to the description.

**Teacher reads out:**

Tina booked her ticket to Hong Kong from London. The flight was early in the morning at seven O’clock. She was supposed to report at the airport two hours before the journey. She was tired the previous night because of the office work she had to complete before the travel. She slept off and woke up only at six O’clock and was sure to miss the flight. She got ready very fast, grabbed the luggage and rushed out of her house thinking of taking a taxi. There were no taxis anywhere. She really panicked. Luckily an airport bus came and she got into the bus and reached the airport. She rushed in to find out if the passengers have already boarded the flight. To her relief she saw that the flight was delayed and the passengers were still in queue.

**Ans:** A
5. PICTURE ARRANGEMENT

Aim: To develop listening comprehension and logical sequencing.

Aids: Handouts of pictures described in the passage which is given below and other usual classroom aids.

Pre-listening:

Have you ever experienced a dog chasing you?

What will you do in such a situation?

Word Study

Nervous – fearful

Growl – to make a low, rumbling, threatening sound in the throat.

Fierce – of a violently cruel nature.

Face to face – confronting each other.

Listen to the following and arrange the pictures in the correct order according to the description.

Teacher reads out:

Sarah went to meet Mr. Simon her new neighbour. She went through the gate and immediately saw a very fierce looking dog. It made her nervous.

“Does your dog bite?” she asked the boy who was standing beside the dog. ‘No, it doesn’t,’ he replied. Sarah leaned forward to pat the dog on the head. But the dog immediately jumped at her and she ran for safety towards a tree, it ran after her, growling.

“I thought you said your dog didn’t bite”, she said to the boy as she hung from a branch of the tree. “That’s right”, he replied. “It doesn’t, but this isn’t my dog”.

Ans: D, F, C, A, E, B
6. INTERRUPT ME IF I AM WRONG

Aim: To practice detail comprehension and to develop the ability to interrupt speakers when they are wrong.

Aids: Copies of the picture and other usual classroom aids.

Pre-activity instruction: Teacher will explain the need for interrupting the speaker if he is wrong and the need for attentive listening to find if there is any mistake.

Procedure: Show the picture to the pupils. Tell them that you will describe the picture and they have to interrupt if you go wrong and provide the correct information. Describe the picture incorrectly by purposefully making mistakes in the description. Continue until the pupils find and correct all the incorrect information provided by the teacher.
Teacher reads out:

There are eight people in the picture.

We can see a tiger in the cage.

The cage is open.

Three of the King’s men are seated.

King’s guard is holding a stick in his right hand.

The boy is standing beside his father.

The King is holding a sword in his hand.

The lady is facing the king.

Discussion: Teacher leads a discussion on how detail comprehension can help us in identifying mistakes and also how interrupting and correcting leads to better comprehension.
7. **CHINESE WHISPERS**

**Aim:** To develop skills of effective listening and sound discrimination.

**Aids:** Sentence Cards which contains one sentence each. The teacher should take care to give simple sentences in the beginning.

Sentence Card-

1. Chitra put the big doll in the cellar.
2. Sankar broke the ceramic tea pot.
3. Heavy rain is forecasted today.
4. There will be a meeting of the class leaders today at 4 p.m.
5. Coffee tasted better with sugar.

**Pre-activity instruction:** The teacher will have to explain to the pupils the need for effective listening for good comprehension and also the need for two way communication for ensuring clarity of message. Teacher should explain the meaning of the words using situational approach.

Cellar – a room below the ground level used for storing things.

Ceramic – objects made of baked clay.

Forecast – to predict

a.m. – ante meridiem – before noon, used to designate the time from midnight to noon

p.m. – post meridiem – after noon, used to designate the time from noon to midnight

**Procedure:** The class is divided into different teams, each consisting of 8 to 10 pupils. One pupil from each team is given a sentence. The pupil will have to then whisper the sentence to one person in his team and that person will whisper it to the next and so on. The last person will have to speak out what he heard. The team who gets the sentence correctly up to the last
person is the winner. The same sentence can be given once again or the game can be repeated with new sentences.

**Discussion:** The teacher can then lead a discussion to help the pupils identify the need for attentive listening and clarification of doubts in comprehending ideas.

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**8. BEN 10 SAYS**

**Aim:** To develop skills of attentive listening.

**Aids:** Usual classroom aids.

**Pre-activity instruction:** The teacher will explain to the pupils the need for attentive listening.

**Procedure:** The teacher should first make sure that the pupils are moved to a part of the class where they can freely move.

Give the pupils a series of simple commands to perform.

E.g.: Open your books! Stand up! Lift your left hand! etc.

Tell the pupils that only the commands prefixed by the words ‘BEN TEN SAYS’ are to be performed. Anyone who makes a mistake will be out of the game and the person who survives till the last will be the winner.

**Discussion:** The teacher can then lead a discussion to help the pupils identify the need for attentive listening.
9. TOM DICK OR HARRY

Aim: To develop the skills of connecting, locating, deducing and concluding.

Aids: Cards with the names of great personalities for e.g.: Gandhiji, Swami Vivekanda, Abdul Kalam, Tendulkar, Queen Elizabeth, etc., and other usual classroom aids.

Pre-activity instruction: The teacher will explain to the pupils the need for connecting, locating and deducing information for proper comprehension.

Procedure: The pupils are divided into two groups and one pupil in turn from each group will have to pick up a card with a name on it. The rest of the members from his / her group will have to find out the personality by asking questions. The leader will be permitted to use only four words to answer i.e. yes, no, maybe, also. No symbols or non-verbal be used by the leader. The time allotted is 120 seconds. Each left over seconds constitute the points gained. Repeat the game as many rounds as time permits

Discussion: The teacher can lead a discussion on the need for focused listening and the need for ability to connect and deduce information for proper comprehension.

10. DUMB CHARADES

Aim: To develop ability to decipher non-verbal language

Aids: Cards with words or sentences and other usual classroom aids.

Word card:

Cinema: Shakespeare in love

Jurassic park

Air force 1

Sound of music
Book: God of small things

Wings of fire

Tale of two cities

Play: Midsummer Night’s dream

Look back in anger

Measure for Measure

**Pre-activity instruction:** The teacher will explain to the pupils the need for identifying non-verbal cues to interpret messages.

**Procedure:** The pupils are divided into two groups and one pupil in turn from each group will have to pick up a card and has to mime or act the content given in the card. Codes may be used, but miming letters are not allowed. The pupil who is acting is not permitted to produce any sound or move his / her lips. The time allotted is 120 seconds. Each left over seconds constitute the points gained. Repeat the game with the other team and as many rounds as time permits.

**Discussion:** The teacher can lead a discussion on the need for deciphering non-verbal cues for effective comprehension.
11. PICTURE DRAWING

**Aim:** To develop ability to accurately comprehend descriptions and develop abstract thinking.

**Aids:** The picture, models or charts of geometrical shapes and other usual classroom aids.

**Pre-activity instruction:** The teacher will explain to the pupils the need for active listening to comprehend abstract ideas or descriptions. Teacher should also explain the geometrical shapes like rectangle, square, triangle, pentagon, hexagon, circle, etc.

**Procedure:** The teacher has to describe the picture of simple geometrical shapes arranged in a specific order as given in the picture below and the pupils will have to draw the picture on a piece of paper based on the description given by the teacher. The pupils are permitted to ask questions and clarify doubts. The teacher if needed can repeat the descriptions and also use non-verbal cues. The teacher has to then show the picture to the pupils

**Discussion:** The teacher can lead a discussion on the need for questioning and clarification of doubts and active listening to comprehend abstract ideas.

**Picture**

![Picture of geometrical shapes]
12. **FACE IT**

**Aim:** To practice listening for specific information and to comprehend dialogues in day to day conversations.

**Aids:** Usual classroom aids.

**Pre-activity instruction:** The teacher should explain to the pupils the need for listening for specific information in conversations and also the need for developing the ability to respond in dialogues.

**Procedure:** Each pupil in class is asked to come to the front and sit in a chair. Teacher should ask one question and then the rest of the pupils can ask questions one at a time and the pupil will have to answer the questions. The questions should be asked in such a way that the questions should be based on the previous response of the pupil facing it. Instruct them to be brief in both the questions and answers. Care should be taken to avoid personal, intimidating and general knowledge questions. Each participant will be allowed 60 seconds and the score will be based on the number of questions answered.

**Example:**

What is your hobby?
Collecting shells
Where did you collect your shells from?
From the sea shore
How often do you go to sea? Etc….

**Discussion:** Teacher will lead a discussion on the need for active listening and the need for the ability to comprehend in order to respond in a conversation.
13. FAMILY CLAP

**Aim:** To train active listening and to develop the ability to discriminate the meaning or group or class of things.

**Aids:** Usual classroom aids.

**Pre-activity instruction:** The teacher will explain the need for attentive listening in discriminating the meaning and class of words.

**Procedure:** The teacher will read out words belonging to a family or class and the pupils will have to clap for each word if it belongs to the family or class and shouldn’t clap if the word uttered doesn’t belong to that family. Pupils who does it wrong will be out of the game. This can be done with variety of groupings or class.

**Teacher reads out:**

- **Animals:** cat, dog, cow, crow
- **Writing:** Pen, pencil, scale, marker
- **Time:** watch, clock, calculator, time piece
- **Motor vehicle:** Car, bus, van, cycle
- **Birds:** Peacock, sparrow, elephant, owl
- **Domestic Animals:** Cow, goat, tiger, dog
- **Reading:** Book, Newspaper, Journal, Radio
- **Drinks:** Water, biscuit, juice, tea

**Discussion:** The teacher will lead a discussion on the need for attentive listening in discrimination meaning and class of words.
14. CHAIN STORY

**Aim:** To develop the ability to listen for logical connectors and to order information.

**Aids:** Usual classroom aids.

**Pre-activity instruction:** The teacher will instruct the pupils on the importance of listening in order to find logical connectors in conversations especially while telling a story or narrating an incident and also the need for ordering of information for proper understanding.

**Procedure:** Begin telling a story. The teacher can even invite a pupil to start the story. That person will have to call out the name of the next pupil in random to add a sentence or two to the story. The teacher should ensure that all the pupils are actively participating in the chain. The teacher if necessary can prompt them by giving new word or even adding a new twist to the story.

**Examples:** Long time ago…..

Tom and Harry went for a walk…..

This morning I saw……

It was dark and I was alone…..

Out in the forest it was…..

The journey in train to…..

On my way to school in the morning…..

Last night in the darkness I was walking alone through the…..

**Discussion:** The teacher leads discussion on the need for locating logical connectors and ordering information for proper understanding.
15. FOLLOWING INSTRUCTIONS

Aim: To learn to follow instructions and to accurately comprehend directions, to develop comprehension skills in one way communication and to develop ability to listen for specific information.

Aids: Usual classroom aids.

Pre-activity instruction: The teacher will explain to the pupils the need for attentive listening especially when it is a one way communication. Teacher should revise the vowels and consonants and also explain the concept of position.

Procedure: The teacher should instruct the pupils that this exercise is meant to develop the skill of following instructions that is given to them. He should also stress that it is a one way communication and the pupils wouldn’t be allowed to clarify any doubt and therefore have to listen very attentively. The teacher can read the following instructions once before starting the exercise. Then the teacher will have to read the instructions one by one.

Discussion: The teacher can lead a discussion on how to follow instructions and how to listen to specific information in following instructions.

INSTRUCTIONS

Write in bold letters THEUNITEDSTATESOFAMERICA as a single word without space

Strike out all the E’s

Now strike out every fifth letter from the rest

Change ‘F’ to ‘A’

Move all the S’s to the front of the word

Strike out all of the T’s

Strike out the first vowel and the last consonant
Move the **fourth** and **fifth** letter to the end of the word

Replace the S’s with L’s

Remove the **sixth, seventh** and **eighth** letters

Move the two L’s to be the **third** and **fourth** letters

Where did you end up?  
Ans: **HOLLAND**

**16. WHAT COMES NEXT I**

**Aim:** To practice prediction to improve listening and to revise the stress patterns they have learnt.

**Aids:** Handouts of multiple choice extensions for each sentence which is given below and other usual classroom aids.

**Pre-activity instruction:** The teacher will have to explain to the pupils the difference in the meaning with change in stress and that it is possible to predict what comes after an utterance if they listen to the stress.

**Procedure:** Give the pupils time to read each of the choices for each utterance. The teacher will read out the following utterances with proper stress, that is, by stressing the words which is in **bold capitalised** letters. Ask the pupils to predict which of the options that is given in the handout will come after each sentence based on the stress. Provide immediate feedback by giving correct answer.

**Discussion:** The teacher leads a discussion on the possibility to predict meaning and also the difference in meaning with change in stress.
John wasn’t late **YESTERDAY**

a) Sarah was

b) **He was late today**

c) He was early

**JOHN** wasn’t late yesterday

a) Sarah was

b) He was late today

c) He was early

Sheela isn’t coming on **THURSDAY**

a) She’s not coming

b) **She’s coming on Friday**

c) Smitha is coming

**SHEELA** isn’t coming on thursday

a) She’s not coming

b) She’s coming on Friday

c) **Smitha is coming**

The train leaves at **FOUR O’ CLOCK**

a) **Not at five**

b) Not the bus

The **TRAIN** leaves at four O’ clock

a) Not at five

b) **Not the bus**
17. WHAT COMES NEXT II

**Aim:** To practice prediction to improve listening and to learn the syntax and semantics.

**Aids:** Handouts of multiple choice extensions for each sentence and other usual classroom aids.

**Pre-activity instruction:** The teacher will have to explain to the pupils the difference in the structure and meaning of a question or part of a statement will enable us to predict what comes next.

**Procedure:** Give the pupils time to read each of the choices for each utterance. The teacher will read out the following utterances. Ask the pupils to predict which of the options that is given in the handout will come after each question or sentence based on the syntax and semantics. Provide immediate feedback by giving correct answer.

**Discussion:** The teacher leads a discussion on the possibility to predict meaning.

Select the most appropriate response.

1. Where did you go?
   (a) At seven O’clock.  (c) Yes, I did.
   (b) To the market.  (d) By bus.

2. What did he write?
   (a) She wrote a poem.  (c) He wrote a novel.
   (b) Yes, she wrote.  (d) Yes, he is at home.

3. How was the movie?
   (a) It was fantastic.  (c) At Tagore theatre.
   (b) At 6 in the evening.  (d) Shall we go?
4. Do you like Chocolates?
   (a) **Very much.** (c) From the canteen.
   (b) They are sweet. (d) I hate fast food.

5. Who buys toys for you?
   (a) From the shop. (c) I love toys.
   (b) My brother breaks them. (d) **My parents.**

6. It’s raining heavily, remember to take an ________________.
   (a) Rain coat (c) pot
   (b) **Umbrella** (d) car

7. One of my ________________ is missing.
   (a) book (c) **books**
   (b) pen (d) pencil

8. Every boy and girl ________________ ready.
   (a) **is** (c) are
   (b) **were** (d) has

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18. **ORAL CLOZE**

**Aim:** To listen for content or meaning and develop the ability to predict.

**Aids:** Copies of the cloze passages and other usual classroom aids.

**Pre-activity instruction:** The teacher will explain to the pupils on how to listen for content and how they can guess the missing words based on the wholeness of meaning. Teacher should explain the meaning of the words
**Word Study**

Log – a piece of wood cut into small pieces.

Roll up – to fold by turning over and over.

In no time – very quickly.

**Procedure:** Distribute the cloze passage and ask the pupils to place the sheet face down. Read the passage twice at normal speed. Permit no note taking during listening. Explain the topic of the passage if necessary. Tell the pupils to turn the paper and complete the passage by writing one word in each blank space. Allow 10 minutes for completion. The exact word need not be given, any substitution if it retains the same meaning of the oral passage is also considered correct.

The same exercise can also be done by making the pupils guess the missing words instead of reading the whole passage.

**Discussion:** The teacher leads a discussion on the possibility to predict the words based on the meaning while listening.
An officer in the American army was getting some logs of wood shifted from one place to another. They were so heavy that his soldiers could not lift them. He did not help his men and shouted at them for delaying the work.

Just then a gentleman who was passing by stopped and asked the officer why he was not helping them. “Do you know who I am?” said the officer, “I am an officer. How can I do such small work?”

“I see”, the man replied. He rolled up his sleeves and began to help the soldiers. In no time the logs were shifted. While going away the gentleman asked the officer to send for him whenever his men needed any help. “Who are you?” asked the officer. The gentleman replied, “I am George Washington, the General of this army”.

An officer in the American army was getting some __________ of wood shifted from one place to another. They were so __________ that his soldiers could not lift them. He did not help his men and __________ at them for delaying the work.

Just then a gentleman who was __________ stopped and asked the officer why he was not helping them. “Do you know who I am?” said the officer, “I am __________. How can I do such __________ work?”

“I see”, the man replied. He __________ his sleeves and began to help the soldiers. In __________ the logs were shifted. While going away the gentleman asked the officer to __________ him whenever his men needed any help. “Who are you?” asked the officer. The gentleman replied, “I am ________________, the General of this army”.

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PART B – COMPREHENSION EXERCISES

EXERCISE I: NOTICE

Pre-listening:

Have you seen notices?

Does your teacher read notices in class?

What are notices for?

Now we will listen to a notice and then answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

NOTICE

1st June 2010

Attention: Class VIII pupils

The school is organizing a three day trip to Bangalore from 12 to 14 June, 2010, for the pupils of Class VIII. The bus will leave for Bangalore on the 12th at 6.30 am and will return on the 14th June at 9 pm.

Interested pupils should give their names to Smt. R. Sheela, teacher-in-charge of the trip latest by 5th June. You should also deposit an amount of Rs. 1500/- along with ‘No Objection letter’ from your parents. The list of things you should carry along is displayed in the class Notice Board.

Principal
Post Listening:

A. Main idea comprehension (Answer the following)

1. What is the notice about?
2. Whom is the notice for?
3. Who issued the notice?

B. Detail comprehension (Choose the Correct Answer)

1. Who is organizing the trip?
   (a) Smt. Sheela   (b) the school   (c) Class VIII pupils

2. Who is in-charge of the trip?
   (a) Smt. Sheela   (b) Principal   (c) Class VIII pupils

3. The last date for giving the name is ______________.
   (a) 5th June   (b) 1st June   (c) 12th June

4. From where could the pupils get the list of things they have to carry?
   (a) Teacher-in-charge   (b) school notice board   (c) class notice board

5. The pupils should reach the school on 12th June by ________.
   (a) 9 a.m.   (b) 6 a.m.   (c) 12 p.m.

C. Inferential comprehension (Give short answers)

1. ‘Interested pupils’ here means?
2. ‘No objection letter’ here means?
EXERCISE II: MESSAGE

Pre-listening:

What is a message?

Do you pass messages?

Do your parents leave messages for you?

We will now listen to a message written by a lady for her husband.

It was 5O’clock in the evening. Mr. Jacob came back from office. The door was locked. He remembered, whenever wife goes out, she leaves the key with Mr. Thomas next door. So he got the key from him and opened the door. There on the table he saw his wife’s note. It said;

Listen to the message and answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

MESSAGE

Jacob

Your mother is not well so I’m taking her to the hospital. Have tea and snacks, which is kept on the dining table. Please drop Tony for his tuition class before 5.30 p.m. You should go to the gym, only after dropping Tony. Don’t forget to lock the door and leave the key with Mr. Thomas.

Your Wife.
Post listening:

A. Main idea comprehension (Answer the following)

1. What is the message about?
2. Whom is the message for?
3. Who left the message?

B. Detail comprehension (Choose the Correct answer)

1. The key was with _____________.
   (a) Mother           (b) Tony            (c) Mr. Thomas
2. The note was _____________.
   (a) under the bag    (b) on the table   (c) inside the cupboard
3. After reaching home Mr. Jacob should first _____________.
   (a) change his dress (b) go to the gym   (c) have tea and snacks
4. When did Mr. Jacob come back from office?
   (a) 5 p.m.           (b) 5.30 p.m.       (c) 6.30 p.m.
5. Where did Mr. Jacob’s wife go?
   (a) to mother’s house (b) to Mr. Thomas’s house (c) to hospital

C. Inferential comprehension (Answer in brief)

1. Why was the door locked?
2. Why did Mr. Jacob’s wife keep one condition in the message?
EXERCISE III: NEWS

Pre-listening:

Do you listen to news?

What is the full form of news?

Word study

Province - territorial district
Epicenter - the place of origin or focus of an earthquake
Richter scale - a logarithmic scale for indicating the magnitude of earthquake using the data from a seismograph
Seismograph - an instrument that records the intensity and duration of earthquake

You are to submit a report on the earthquake that hit the Indian subcontinent recently. Listen to the news report and fill in the required information in the response sheet given. (Teacher should distribute the response sheets with the questions before the listening session.)

NEWS

Hundreds of people are feared to have been killed in a powerful earthquake that shook Afghanistan, eastern provinces of Pakistan and some parts of Kashmir in India, early this morning. The epicenter of the quake measuring 7.2 on the Richter scale lay at Kandahar. In Kashmir alone, about 150 people are feared to have been killed in Rajouri and Poonch areas. Rescue and relief operations have been launched by the Army and Air force.
Post listening:

A. Main idea comprehension

1. What is the news about?

B. Detail comprehension

1. Countries affected :

2. Intensity measured :

3. Epicenter :

4. Loss of life in Kashmir :

5. Areas affected in Kashmir :

6. Whether rescue operations have been started? : Yes / No.
**EXERCISE IV: ANNOUNCEMENT I**

**Pre-listening:**

Have you been to a railway station?

Have you heard the announcement?

What do they announce?

Listen to the announcement and answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

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**Announcement:**

Passengers, your attention please. Train No. 16629, Malabar Express bound to Mangalore via Kozhikode is expected to arrive on Platform No. 2 at 14 hours 30 minutes.

---

**Post listening:**

**A. Main idea comprehension**

1. Where do you hear this announcement?

2. What is the announcement about?

**B. Detail comprehension**

1. Name of train :

2. Train No. :

3. Bound to :

4. Arrival on platform No. :

5. Expected time of arrival :

**C. Replication**

1. Write another announcement changing the time and platform number.
EXERCISE V: ANNOUNCEMENT II

Pre-listening:

Have you been to an airport?

Have you heard the announcement?

What do they announce?

Listen to the announcement and answer the questions that are given in the response sheets.
(Teacher should distribute the response sheets with the questions before the listening session.)

Passengers, your attention please. Jet Airways flight 9W431 to Delhi via Bombay is now ready for boarding. All passengers are requested to proceed to gate number 1.

Post listening:

A. Main idea comprehension

1. Where do you hear this announcement?

2. What is the announcement about?

B. Detail comprehension

1. Name of flight :

2. Flight Number :

3. Bound to :

4. Via :

5. Boarding at Gate No. :

C. Replication

1. Write another announcement changing the name of the flight and gate number.
**EXERCISE VI: ANNOUNCEMENT III**

**Pre-listening:**

Have you been to a bus station?

Have you heard the announcement?

What do they announce?

Listen to the announcement and answer the questions that are given in the response sheets.

(Teacher should distribute the response sheets with the questions before the listening session.)

Passengers, your attention please. The State A/C Volvo Bus bound to Bangalore parked on platform No. 4 is scheduled to leave at 17.00 hours.

**Post listening:**

**A. Main idea comprehension**

1. Where do you hear this announcement?

2. What is the announcement about?

**B. Detail comprehension**

1. Bus is bound to :

2. Departure time :

3. Parked on Platform No :

**C. Replication**

1. Write another announcement changing the destination.
EXERCISE VII: CONVERSATION I

Pre-listening:

Do you like cinema?

Have you been to a cinema?

Do you take the permission of your parents before going to the cinema?

Here we will listen to a conversation where Nikhil is asking his mother permission to go to the cinema. Listen to the conversation and answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

Nikhil : Mother, may I go to the cinema with Harish this evening?
Mother : No, not today. Uncle Dileep is visiting us and may stay for the night.
Nikhil : May I go tomorrow then?
Mother : You may, provided there is a matinee show.
Nikhil : There is no matinee tomorrow. It’s on Sunday.
Mother : Well then, you may go today.
Nikhil : May I go home with Harish afterwards?
Mother : Oh no! You mustn’t. You know, Uncle Dileep is visiting us.
Nikhil : Well, may Harish come home with me?
Mother : Yes, he may.
Nikhil : Thank you mother.
Post listening:

A. Main idea comprehension
1. Where is the conversation taking place?
2. Who are the speakers in the conversation?

B. Detail comprehension
1. Where did Nikhil want to go?
2. Did Nikhil’s mother allow him to go to the cinema?
3. On which day is the matinee show?
4. Who is visiting Nikhil’s family?

C. Inferential comprehension
1. Why didn’t his mother permit Nikhil to go to Harish’s house?
2. Why did Nikhil thank his mother?

D. Replication
1. Role-play another similar conversation.
EXERCISE VIII: CONVERSATION II

Pre-listening:

Do you make telephonic conversations?

Do you telephone your friends when you have a problem?

Let’s listen to a telephonic conversation between Julie who is facing a problem and her friend Anil. Listen to the conversation and answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

Anil : Hi, Julie! How are things?
Julie : Not great.
Anil : Why? What happened?
Julie : It’s my job.
Anil : What about your job?
Julie : I’ve suddenly been put on the night shift and husband is out of station.
Anil : Oh, dear. That can be terrible. Hmm… and the children?
Julie : That’s exactly my problem now.
Anil : This is … eh… since when?
Julie : The shift started on Monday.
Anil : And, how are you managing now?

Julie : Well, my sister has come down for a week. I must do something before she leaves.

Anil : I will try speaking to your boss.

Julie : Mm ... Yes, He might listen to you. Thanks so much.

Post listening:

A. Main idea comprehension

1. Who are the speakers in the conversation?

2. What type of conversation is it?

3. What is the mood of the speaker, Julie?

B. Detail comprehension

1. What about the job was troubling Julie?

2. When did the night shift start?

3. Who came down to help Julie in managing the children?

4. How long will Julie’s sister stay with her?

C. Inferential comprehension

1. What is exactly Julie’s problem?

2. What is that Anil is going to speak to the boss?

D. Replication

1. Role-play another similar conversation.
EXERCISE IX: CONVERSATION III

Pre-listening:

Do you play any game?
Do you play cricket?
Have you seen a cricket match?
In cricket do you like to bat or bowl?

Let’s listen to a conversation between Swetha and Srisanth in Srisanth’s house. Listen to the conversation and answer the questions that are given in the response sheets. (Teacher should distribute the response sheets with the questions before the listening session.)

Swetha : Hi Srisanth. You look tired. What have you been doing?
Srisanth : I was playing cricket with my friends. We had an exciting match.
Swetha : Were you batting?
Srisanth : No. I prefer to bowl.
Swetha : Did you get any wickets today?
Srisanth : I got three. I felt so happy.
Swetha : Do you play any other games?
Srisanth : No. I love playing cricket. What about you?
Swetha : I play tennis.
Post listening:

A. Main idea comprehension

1. Where is the conversation taking place?
2. Who are the speakers in the conversation?
3. What type of conversation is it?

B. Detail comprehension

1. Why was Srisanth looking tired?
2. How was the match?
3. Was Srisanth batting?
4. How many wickets did he get?
5. Which game does Swetha play?

C. Inferential comprehension

1. Why did Srisanth feel so happy?

D. Replication

1. Role-play another similar conversation.
**Exercise X: Passage I**

**Pre-listening:**

Do you write a diary?

Do you fight with your brother or sister?

You are going to listen to a diary entry by the elder brother about his fight with his little brother.

**Word study**

Diary - a daily written record of one’s own experience, thoughts, etc.

Upset - to be disturbed mentally or emotionally

Slap - a blow with the palm of the hand

Favorite - a person or thing regarded with special liking or more highly than others

**Opposites**

Upset  X  happy

Scold  X  praise

Lost  X  found
Listen to the following and answer the questions, given in the response sheet that is provided to you.

I MUST SAY SORRY

I am very upset. I can’t sleep. Writing in my diary may help. Today I slapped Sachin in the evening which made him cry. Since then he hasn’t talked to me.

Today is the first time that I have hit my younger brother. It hasn’t been a good day for me. In the morning I couldn’t find my English book and went to school without it. My teacher scolded me for not bringing the book. Then I made many mistakes in my sums in Mathematics, my favourite subject. But the worst was the games class. I had kicked the ball high and it hurt Arun. “Sunil, you naughty boy!” shouted Mr. Chandran and punished me.

The moment I came home, Sachin came running. “Sunil, I’ve found your book. Now can I ride your bicycle for some time?” he said. But I was so upset, that I slapped him. Poor Sachin.

It is my fault. I must say sorry to Sachin. How? Should I buy him a chocolate or give him the bicycle? Or give him both? Both, I think.

While or Post Listening:

A. Main idea comprehension (Answer the following)

1. Who are the characters in the diary entry?

2. What is the diary entry about?
B. Detail Comprehension (Choose the correct answer)

1. Who is the writer?
   (a) Arun (b) Sunil (c) Sachin

2. What is the elder brother writing?
   (a) A letter (b) A diary entry (c) A message

3. How does the elder brother decide to say sorry to Sachin?
   (a) Buy him a chocolate and give him the bicycle
       (b) Buy him a chocolate
       (c) Give him the bicycle

4. What is Sunil’s favourite subject?
   (a) English (b) Science (c) Mathematics

5. What is the name of the games teacher?
   (a) Chandran (b) Arun (c) Sunil

C. Inferential Comprehension (Answer in brief)

1. Why is Sunil feeling sorry?

2. Why was Sunil’s games teacher angry?

D. Word check (Find the words in the passage)

1. The opposite of ‘lose’.

2. The opposite of ‘praise’.

3. The word meaning ‘like very much’.
Exercice XI: Passage II

Pre-listening:

Have you gone to any forest?

How did you feel being in the forest?

Are you honest?

This is a story of a woodcutter who was very honest

Word study

Honest - being truthful

Axe - a tool for chopping trees and splitting wood

Current - running or flowing

Angel - a messenger of God

Glitter - to shine with a sparkling light

Opposites

Poor X rich

Honest X dishonest

Sad X happy
Listen to the following and answer the questions, given in the response sheet that is provided to you.

A HONEST WOODCUTTER

Once there was a woodcutter in a village. He was poor, but he was honest. One day he went to the forest to cut wood. He chose a tree on the bank of a river, and started cutting it. Suddenly his axe slipped from his hand. And fell into the river. The woodcutter was very sad. The river was deep and the current was strong. “What will I do now?” said the woodcutter. “I have lost my axe. I cannot buy another.” He started crying. Then he heard a voice behind him. “Don’t cry,” said the voice.

The woodcutter turned around and saw a lovely young lady standing behind him. “I’m an angel, said the young lady. “I’ll help you. “I’ll get your axe for you”. The angel jumped into the river. Soon she came up with an axe. It glittered in the sunshine. It was a golden axe!

“Is this your axe?’ asked the angel. “No”, said the woodcutter.

The angel went down into the water again. This time she came up with a silver axe. “Is this your axe?” “No”.

The angel dived again into the river. She came up with a third axe. It was made of iron. “Is this your axe?”

“Yes, it is, thank you very much.”

“Please take all the axes, the gold, the silver and the iron axe. You’re an honest man and I’m pleased with you”

The poor woodcutter took the three axes home. He became a rich man and lived happily.
While or Post Listening:

A. Main idea comprehension (Answer the following)

1. Who are the characters in the story?
2. What is the story about?

B. Detail comprehension (Choose the correct answers)

1. The woodcutter went to the forest for ____________.
   (a) Cutting tree
   (b) Seeing the angel
   (c) Taking bath in the river.

2. The axe of the woodcutter was made of ____________.
   (a) gold       (b)silver      (c)iron

3. Where did the woodcutter lose his axe?
   (a) in the village   (b) in the river   (c) in his house

C. Inferential comprehension (Answer in brief)

1. How did the woodcutter lose his axe?
2. Why was the woodcutter very sad?
3. Why did the angel give all the three axes to the woodcutter?
4. What is the moral of the story?

D. Word check (Find the words in the passage)

1. The word meaning ‘to shine with a sparkling light’.
2. The opposite of ‘dishonest’.
3. The word meaning ‘running or flowing’.
EXERCISE XII: PASSAGE III

Pre-listening:

Do you have pets?

Have you seen a mongoose?

Have you seen snakes?

Do you know that the snake and mongoose are enemies?

This is a story of a mongoose and a farmer’s wife.

Word study

Toil - to accomplish with great effort

Combat - fight

Footfall - the sound of footstep

Tremble - to feel great fear or anxiety

Opposites

Love X hate

Succeed X fail

Heavy X light
Listen to the following and answer the questions, given in the response sheet that is provided to you.

THE MONGOOSE AND THE FARMER’S WIFE

Once upon a time, there lived a farmer by the name of Deva Sharma with his wife Sarojini. His wife gave birth to a son and they were happy to have their first child. The farmer wanted to have a pet animal which would also be a companion to the child. The farmer kept his proposal before his wife. She found the proposal acceptable and the farmer went to bring a pet.

Deva Sharma went round the village and after much toil, got a mongoose as a pet for his child. Sarojini didn’t like the idea to keep a mongoose as a pet for her child. She preferred a dog or a cat as a pet. But as the pet was already brought, she accepted it. Now, both of them started loving the mongoose as their own child. Yet, Sarojini never left her son alone because she did not trust the mongoose, fearing that it could harm her son.

One day, the farmer’s wife had to go out to fetch some water from a nearby well, and since the farmer was not at home, she had to, though not wholeheartedly, leave the mongoose and the child at home. Since the well was nearby she thought she would soon come back. Soon after she left, a cobra entered the home. Finding danger to the son of the farmer, the mongoose attacked the cobra. They had a bloody combat and the mongoose succeeded in killing the cobra.

After this, mongoose heard the footfalls of the farmer’s wife and went to the door to greet her. She was trembled to see the blood stained mouth of the mongoose. She thought
that the mongoose had killed the child. Without a second thought, she threw a heavy box on mongoose and the mongoose died on the spot. She quickly entered the house to see her child and to her great surprise, she found her child sleeping quietly in the cradle.

As soon as, she saw a snake bitten into pieces lying near the cradle, she realized that the mongoose had saved her child. The farmer’s wife was struck by grief that she had killed the mongoose that was like a sibling to her son. She cried loud at her hasty action.

While or Post listening:

A. Main idea comprehension (Answer the following)

1. Who are the characters in the story?
2. What is the story about?

B. Detail comprehension (Choose the correct answers)

1. What did the farmer bring as a pet?
   (a) dog  (b) snake  (c) mongoose
2. What did the farmer’s wife prefer as a pet?
   (a) dog  (b) cobra  (c) mongoose
3. Where did the wife go?
   (a) to the village  (b) to fetch water  (c) to kill the mongoose
4. _____________ entered the house after the farmer’s wife left.
   (a) dog  (b) cobra  (c) cat
5. The wife threw a ______________ on the mongoose.
   (a) stick  (b) wooden log  (c) heavy box
C. Inferential comprehension (Answer in brief)

1. Why was the wife struck by grief?

2. What would have happened if the mongoose had not seen the cobra?

3. What is the moral of the story?

D. Word Check (Find the words in the passage)

1. The word meaning 'to accomplish with great effort'.

2. The opposite of ‘hate’

3. The word meaning ‘fight’
4.3.3. **LISTENING COMPREHENSION TEST (LCT)**

The investigator prepared a Listening Comprehension Test to assess the listening comprehension in English of the pupils of Standard VIII in Kerala following the Kerala State Syllabus (SCERT), in order, to obtain evidence as to the effectiveness of the prepared instructional material in developing listening comprehension.

The test carries 40 marks. The test includes objective type multiple choice questions and very short answer type questions. Specific instructions are given at the appropriate places. The time allotted for the final test is 90 minutes.

The same test was used as Pre-test and Post-test (Appendix III)

**Tryout of the test**

The initial tryout of the Listening Comprehension Test in English (Draft, Appendix II), was carried out on a group of 125 pupils of Standard VIII from four Schools in Thiruvananthapuram district selected by the cluster sampling technique. However, only 100 answer scripts which were complete and properly answered were taken up for item analysis. Table 4.1, gives the details of the sample selected for the tryout of the test.
Table 4.1

Details of the Schools and the Sample Selected for Initial Tryout of the Listening Comprehension Test in English

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Institution</th>
<th>Type</th>
<th>Locality</th>
<th>Category</th>
<th>Medium of Instruction</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>St. Joseph’s H.S.S. Thiruvananthapuram</td>
<td>Boys</td>
<td>Urban</td>
<td>Aided</td>
<td>English</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Vocational HSS for Girls, Pettah</td>
<td>Girls</td>
<td>Urban</td>
<td>Govt.</td>
<td>Malayalam</td>
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<tr>
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<tr>
<td>4</td>
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<td>Mixed</td>
<td>Rural</td>
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<td>English</td>
<td>30</td>
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</tbody>
</table>

Sufficient time was given for completing the test so that the average time taken was noted to fix the time frame for the final test. The duration of the final test was fixed as 90 minutes.

Item Analysis

The Kelley’s method (Ebel and Frisbie, 1991) was used to calculate discriminating power and difficulty index. Items having difficulty index (DI) between 0.25 and 0.75 and discriminating power (DP) above 0.25 were selected for the final test. The details regarding the DI and DP are given below in Table 4.2
Table 4.2

Items Analysis of the Listening Comprehension Test in English

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Question No.</th>
<th>Part</th>
<th>No.</th>
<th>Discrimination power (DP)</th>
<th>Difficulty Index (DI)</th>
<th>Remarks</th>
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<tbody>
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<td>I</td>
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<td>0.22</td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
<td>0.41</td>
<td>0.72</td>
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<tr>
<td>5</td>
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<td>II</td>
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<td>0.30</td>
<td>0.74</td>
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<td>Retained</td>
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<td></td>
<td>2</td>
<td>0.56</td>
<td>0.46</td>
<td>Retained</td>
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<tr>
<td>23</td>
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<td>VII</td>
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<td>0.72</td>
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### Methodology

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<td>0.70</td>
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<td>0.67</td>
<td>0.59</td>
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<td>0.67</td>
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<td>46</td>
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<td>0.93</td>
<td>0.46</td>
<td>Retained</td>
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<td>48</td>
<td>6</td>
<td>0.56</td>
<td>0.69</td>
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</tr>
</tbody>
</table>

### Preparation of Final Test

Out of the 48 items included in the tryout, 40 items were selected for the final test (Appendix III), based on the difficulty index and the discriminating power of the items, with a maximum score of 40. The final test consisting of the selected items was printed.
with all necessary instructions. A copy of the Response Sheet and its Scoring Key are given as Appendices IV and V respectively.

**Reliability and Validity of the Listening Comprehension Test in English**

The test-retest method was used for determining the reliability of the test. In this method, the final test was administered twice to a group of 65 pupils of St. Joseph’s H.S.S., Thiruvananthapuram, giving an interval of two weeks between the two tests. Marks of 50 pupils who attended both the test were taken and the reliability of the test was then determined by using Pearson’s product-moment coefficient of correlation formula, and the coefficient obtained was 0.866 which shows that the test is highly reliable for the purpose.

The empirical validity of the test was not calculated since, there were no listening comprehension items allotted in any of the test administered in the schools to be correlated with. The content validity was estimated by evaluating the relevance of the test item in relation to the objectives and sub-skills of listening comprehension. To ensure content validity, the different sub-skills of listening comprehension were carefully examined and test items for each were included. The content validity of the test was also established by a group of Subject Experts.

**Test Components and Weightages assigned**

The Listening Comprehension Test in English (Standard VIII) measures various components of listening comprehension and the weightage assigned to each of the components or sub-skills of listening comprehension are given below.
Table 4.3

Weightages assigned to Test Components

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Test Components</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sound Discrimination</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Stress</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Intonation</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Syntax and semantics</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Detail Comprehension</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Inferential Comprehension</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Main Idea Comprehension</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3.4 **RATING SCALE (for Pupils)**

The Rating Scale was administered to the pupils of the experimental group who were exposed to the prepared instructional material (N = 94), to assess the suitability and of instructional material in developing the skills of listening comprehension. The respondents were asked to indicate their opinion in the three point scale by putting a tick mark (✓) in any of the three columns namely GE (Great Extent), SE (Some Extent) and NA (Not at all) provided against each (Appendix VI).

4.3.5 **INSTRUCTIONAL MATERIAL EVALUATION SCHEDULE (for Experts)**

The Evaluation Schedule was administered to a group of subject experts (N = 10) with a view to assess the validity of the instructional material in developing listening comprehension skills in English. The schedule consists of certain criteria for evaluation. The experts were requested to indicate their rating by putting a tick mark (✓) in any of the
three columns namely GE (Great Extent), SE (Some Extent) and NA (Not at all) provided against each criteria. The ratings made by the experts helped the investigator to make necessary modifications in the Instructional Material before the experimental study.

The Evaluation Schedule and the list of experts are appended as Appendix VII and Appendix VIII respectively.

### 4.4 EXPERIMENTAL DESIGN

The experimental design is the blueprint of the procedure that enables the researcher to test the hypotheses (Best and Kahn, 1999). The experimental design adopted in the present study for investigation was Non-equivalent Pre-test – Post-test Control Group design. Non-equivalent groups were selected as it was administratively difficult to arrange equivalent groups by matching pupils, therefore intact classes were selected for the study. The investigator selected pupils of Standard VIII for the experimental study.

### 4.5 SAMPLE SELECTED FOR THE STUDY

The investigator selected 190 pupils from three schools of Pathanamthitta District for the experimental study and 50 High School teachers from 16 schools were randomly selected from Thiruvananthapuram, Kollam, Pathanamthitta and Kozhikode districts for the survey. The details of the schools under study and the samples selected for the Survey and the Experimental study are presented below.
Table 4.4
Details of Schools selected for Survey

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of School</th>
<th>Locality</th>
<th>Management</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. V.H.S.S. Pathanamthitta</td>
<td>Urban</td>
<td>Govt.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Catholicate H.S.S. Pathanamthitta</td>
<td>Urban</td>
<td>Aided</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
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<td>Rural</td>
<td>Govt.</td>
<td>3</td>
</tr>
<tr>
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<td>St. George H.S. Kizhavalloor</td>
<td>Rural</td>
<td>Aided</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Govt. H.S.S, Kalanjoor</td>
<td>Rural</td>
<td>Govt.</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>St. Stephen’s H.S.S. Pathanapuram</td>
<td>Rural</td>
<td>Aided</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Mount Tabor Girls’ H.S. Pathanapuram</td>
<td>Rural</td>
<td>Aided</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Govt. Boys H.S. Punalur</td>
<td>Urban</td>
<td>Govt.</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>St. Gorethi Girls H.S. Punalur</td>
<td>Urban</td>
<td>Aided</td>
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<tr>
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<td>Urban</td>
<td>Aided</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
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<td>Urban</td>
<td>Govt.</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
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<td>Govt.</td>
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<td>Aided</td>
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<tr>
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<td>Rural</td>
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<td>Urban</td>
<td>Govt.</td>
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</table>

**TOTAL** 50
### Table 4.5

**Break-up of the sample of High School Teachers used for the Survey**

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<td>Aided</td>
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<td>24</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>26</td>
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### Table 4.6

**Break-up of the sample of pupils used for the Experimental study**

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</tr>
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<td>Urban</td>
<td>Aided</td>
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<td>St. George H.S. Kizhavalloor</td>
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<td>Aided</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
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<td>Govt.</td>
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<td>94</td>
<td>96</td>
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</table>
4.6 EXPERIMENTAL PROCEDURE

After selecting the sample and tools required for data collection, the investigator made necessary arrangements with the heads of the schools for collecting data. The questionnaire regarding the various aspects of teaching and learning of English was administered to high school English teachers (N = 50). The responses of the teachers highlighted the need and relevance of the present study.

Instructional material was prepared after detailed discussion with subject experts, review of text books and related literature and content analysis of the course book. The validation of the instructional material was done by a group of subject experts using an Evaluation Schedule prepared for the purpose. The Instructional material thus prepared was tested for its effectiveness using experimental and non-treatment control groups (Non- equivalent Pre-test – Post-test Control Group Design).

The suitability and effectiveness of the Instructional Material in developing the skills of listening comprehension was also assessed using a Rating Scale. The rating scale was administered to the pupils of the experimental group (N = 94).

For the experimental study, 190 pupils were selected (Experimental Group = 94; Control Group = 96). Non-equated intact classes were selected for the study. The Listening Comprehension Test was administered as pre-test to both the experimental and control groups before conducting the experimental study. The experimental group was then exposed to the Instructional Material and no treatment was given to the control group. The same test was administered again as post-test on the same subjects and the scores obtained were used for statistical analysis, to test the effectiveness of the Instructional Material prepared.
4.7 STATISTICAL TECHNIQUES EMPLOYED FOR THE ANALYSIS OF THE DATA

The following statistical techniques were adopted for analysing the data:

(i) Computation of statistical indices like percentage, mean and standard deviation.

(ii) Critical Ratios (CR) using two-tailed test of significance for difference between means to find out whether there is any significant difference between the groups under comparison.

\[ CR = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \]

Where

\( M_1 \) = Mean of the first group
\( M_2 \) = Mean of the second group
\( \sigma_1 \) = Standard Deviation of the first group
\( \sigma_2 \) = Standard Deviation of the second group
\( N_1 \) = Number of pupils in the first group
\( N_2 \) = Number of pupils in the second group

(iii) Analysis of Variance (ANOVA).

(iv) Analysis of Co-variance (ANCOVA) to find out the effectiveness of the Instructional material.

The details of the data analysis are presented in the following chapter.