APPENDIX - 2

CONTENT ANALYSIS
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Audio Cassette - A
I. VOWELS

Unit 1

A. A few minimal pairs which contrast the phonemes /i:/ and /i/.

B. Sentences in isolation which consist of one of the following weak forms:
   - be /bi/
   - been /bin/
   - is /z/
   - we /wi/
   - she /ji/
   - he /hi/ or /i/
   - him /im/
   - his /iz/
   - will /l/
   - the /ɔi/ or /ədə/

C. A dialogue and a speech which contain the minimal pairs and the weak forms given under sections A and B.

Unit 2

A. A few minimal pairs which contrast the phonemes /e/ and /æ/; some more minimal pairs containing the phonemes /i:/ and /i/ as a revision exercise.

B. Sentences in isolation which consist of one of the following weak forms:
   - them /dəm/
   - an /ən/
   - and /dənd/ or /dn/
   - at /ət/
   - that /dət/
   - have /hæv/ or /dəv/ or /v/
   - has /hæz/ or /dəz/ or /z/ or /s/
   - had /həd/ or /dəd/ or /d/
   - can /kʌn/
   - shall /ʃəl/
   - than /dən/
   - as /dəz/
   - a /əd/
Unit 3

A. A few minimal pairs which contrast the phonemes /a :/ and /ɔ:/.
B. Sentences in isolation which consist of one of the following weak forms:
   - are /ə/ or /ər/
   - of /ɔv/
   - from /frʌm/
   - was /wɔz/
   - for /fɔ/ or /fər/
C. A passage which contains the minimal pairs and the weak forms given under sections A and B.

Unit 4

A. A few minimal pairs which contrast the phonemes /u/ and /u:/.
B. Sentences in isolation which consist of one of the following weak forms:
   - could /kʊd/
   - should /ʃʊd/
   - would /wʊd/ or /d/
   - you /ju/
   - do /du/ or /də/
   - who /hu/ or /u/
   - to /tʊ/ or /tə/

Unit 5

A. A few minimal pairs which contrast the phonemes /ʌ/ and /æ/, /ʌ/ and /ɔ/, and /ʌ/ and /ə:/.
B. Sentences in isolation which consist of one of the following weak forms:
   - but /bʊt/
   - us /ʌs/ or /s/
   - some /sʌm/
   - must /mʌst/ or /mɔs/
   - does /dʌz/
   - her /hər/ or /hər/
   - were /wɔ/ or /wɔr/
C. A passage which contains the minimal pairs and the weak forms given under sections A and B.

Unit 6

A. Words which have the phoneme /ɔ/.
B. Sentences in isolation which consist of the weak form there /θər/ or /θər/
Unit 7
A. Minimal pairs which contrast the phonemes /ei/ and /e/, and /ou/ and /ɔː/.
B. Sentences in isolation which consist of the phonemes given under section A.

Unit 8
A. Minimal pairs which contrast the phonemes /ai/ and /ei/, /au/ and /ou/, and /ɔi/ and /ɔː/.
B. Sentences in isolation which contain the phonemes given under section A. A passage which contains the phonemes highlighted in Units 7 and 8.

Unit 9
A. Minimal pairs which contrast the phonemes /eɪ/ and /iə/.
B. Sentences in isolation which contain the above phonemes.

Unit 10
A. Words which have the phoneme /uːə/.
B. Sentences in isolation which contain the above phoneme.

Unit 11
Words which have the triphongs /eɪə/, /ouə/, /aɪə/, /uːə/ and /ɔiə/.

II. CONSONANTS

Unit 12
A. Minimal pairs which contrast the phonemes /t/ and /d/.
B. Sentences in isolation which contains the phonemes contrasted in section A.

Unit 13
A. Minimal pairs which contrast the phonemes /n/ and /ŋ/.
B. Sentences in isolation which contain the phonemes contrasted in section A.

Unit 14
A. Minimal pairs which contrast the phonemes /θ/ and /ð/, and /f/ and /v/.
B. Sentences in isolation which contain the phonemes contrasted in section A.

Unit 15
A. Minimal pairs which contrast the phonemes /θ/ and /t/, and /ð/ and /d/.
B. Sentences in isolation which contain the phonemes contrasted in section A.
Unit 16
A. Words which contain the phoneme /l/, including its allophonic variants.
B. Sentences in isolation which contain the allophones of /l/.

Unit 17
A. Minimal pairs which contrast the phonemes /s/ and /ʃ/.
B. Sentences in isolation which contain the phonemes contrasted in section A.

Unit 18
A. Words which have the phoneme /z/.
B. Sentences in isolation which contain the phoneme highlighted.

Unit 19
A. Minimal pairs which contrast the phonemes /tʃ/ and /dz/.
B. Sentences in isolation which contain the phonemes contrasted in section A.

Unit 20
A. Minimal pairs which contrast the phonemes /v/ and /w/.
B. Sentences in isolation which contain the phonemes contrasted in section A.

Unit 21
A. Words which contain the phoneme /j/.
   Sentences in isolation which contain the phoneme highlighted.

III. INITIAL CONSONANT CLUSTERS

Unit 22
Words containing the following clusters occurring at the initial position:

/sp/, /st/, /sk/, /sl/, /sm/, /sn/, /str/, /spr/, /skr/

Unit 23
Words containing the following clusters occurring at the initial position:

/pl/, /bl/, /gl/, /sl/, /tr/, /br/, /dr/
IV. FINAL CONSONANT CLUSTERS

Unit 24

Words containing the following clusters occurring at the final position:

/bz/, /dz/, /gz/, /mz/, /iz/, /lz/, /vz/, /dz/.

Unit 25

Words containing the following clusters occurring at the final position:

/bd/, /gd/, /ld/, /vd/, /zd/, /zd/.

Unit 26

Words containing the following clusters occurring at the final position:

/pt/, /kt/, /ft/, /st/, /ft/.

Unit 27

Words containing the following clusters occurring at the final position:

/pl/, /bl/, /ll/, /dl/, /kl/, /gl/, /ll/, /vl/, /sl/, /ll/, /ml/, /nl/.

V. WORD STRESS

Unit 28

■ Monosyllabic and polysyllabic words
■ A syllable has only one vowel sound
■ One of the syllables in a word is said with greater force i.e. with greater stress than others
■ In utterances, not all the words are stressed; the following rules will help the listener in comprehending continuous speech as well as words/sentences spoken in isolation:

1. Content words are stressed.
2. Structural words are generally not stressed.
3. Disyllabic words with weak prefixes are stressed on the second syllable.
4. Disyllabic words with the prefix dis- receive their stress on the second syllable.
5. Words ending with the suffixes -ion and -ic receive their stress on the penultimate syllable.
6. Trisyllabic words and words with more than three syllables ending with the suffixes -ate, -ize and -fy are stressed on the penultimate syllable.
7. Words ending with the suffixes -ical, -ically, -ity, -ial, -ially receive their stress on the syllable preceding these suffixes.
8. Compound words usually have the stress on the first element. (exceptions: compound words ending with -ever and -self.)
9. If a word has two grammatical functions, the stress is shifted from one syllable to another.

Unit 29

A. Words stressed on various syllabic positions.
B. Compound words stressed on the first element.
C. Compound words stressed on the second element.
D. Words in which stress is shifted as to suit their grammatical functions.

VI. SENTENCE STRESS

Unit 30

Sentences with three syllables each highlighting the stressed syllables in the following patterns:
(X - stressed syllables; x - unstressed syllables)
- XxX
- xXx
- xxx
- XXx
- xxX
- Xxx

Unit 31

Sentences with four syllables each highlighting the stressed syllables in the following patterns:
- XxxX
- xxxx
- xxXX
- XXXx
- XxXx
- xXxX
- xXXx
- xxXX
- xxXx
Unit 32
Sentences with five syllables each highlighting the stressed syllables in the following patterns:
- xXxXx
- xXxX
- XxxxX
- xXxXx
- xXxX

Unit 33
Sentences with six syllables each highlighting the stressed syllables in the following patterns:
- xXxXxX
- XxXxXx
- xXxXxx
- xXxXx
- xXxxX
- XxxxxX

Unit 34
Sentences with seven or more syllables each highlighting the stressed syllables in the following patterns:
- xXxXxXx
- xXxxxXx
- xXxXxXxX
- xXxXxx
- xXxxXx
- xXxXxXxx
- xXxXxXxxX
- xXxXxx

VII. PAUSE

Unit 35
- Tone-groups (sense-groups)
- Passages with proper stress and pauses
1. INTONATION

- Different pitches of voice (such as high, level and low) combine to make tunes.
- The tune belongs to the word group.
- The tune adds the speaker's feelings to the words at the moment of expression.
- The way in which tunes are used is called intonation.
- Meaning changes slightly according to the intonation used.
- Three basic tunes:
  1. Falling Intonation
  2. Rising Intonation
  3. Falling-rising Intonation

- For statements, which are complete and definite, the Falling Intonation is used.
- Statements with the Rising Intonation: soothing, encouraging and grumble statements and statements intended as questions.
- Statements with the Falling-rising Intonation: reservations on the part of the speaker, statements followed by but, you must admit or I must admit, statements which are corrections of what others have said, and warnings.
- For wh- questions, which are normal and one-word questions, the Falling Intonation is used.
- Wh- questions with the Rising Intonation: the speaker shows much interest in the listener and the repetition questions.
- For yes/no questions, which are normal, the Rising Intonation is used.
- Yes/No questions with the Falling Intonation: short questions used as responses.
- For tag questions, when the speaker forces the listener to agree with him/her, the Falling Intonation is used.
- Tag questions with the Rising Intonation: when the listener's opinion is required, and after commands.
- For commands, the Falling Intonation is used.
- Commands with the Rising Intonation: when the commands sound like a pleading request.
- For requests, the Rising Intonation is used.
- For exclamations, the Falling Intonation is used.
- Exclamations with the Rising Intonation: greetings, saying good-bye, referring to unexciting or unexpected things and questioning exclamations.

**Unit 36**

A. Words/phrases with the Falling Intonation.
B. Lists in which each word is uttered with the Falling Intonation.
C. Dialogues in which the responses are uttered with the Falling Intonation.

**Unit 37**

A. Statements with the Falling Intonation.
B. Some more statements with the Falling Intonation (with a high level stress before the nucleus).
C. Statements with the Falling Intonation (with two high level stressed syllables before the nucleus).
D. Passages containing sentences with the Falling Intonation.
Unit 38
A. Question-words with the Falling Intonation.
B. Wh- questions with the Falling Intonation (including low stressed syllables after the fall in a few sentences),
C. Dialogues in which the questions and their responses are uttered with the Falling Intonation.

Unit 39
A. Wh- questions in isolation and their responses with the Falling Intonation.
B. A dialogue in which all the exchanges consist of questions and responses with the Falling Intonation.

Unit 40
A. One word or short commands with the Falling Intonation.
B. Commands with the Falling Intonation (with a high level stressed syllable before the nucleus).
C. Some more commands with the Falling Intonation.
D. Dialogues in which all the exchanges consist of statements, questions and commands with the Falling Intonation.

Unit 41
A. Lists in which all the words, except the last one, are uttered with the Rising Intonation.
B. Short yes/no questions with the Rising Intonation.
C. Yes/No questions with the Rising Intonation (with a high level stressed syllable before the nucleus).

Unit 42
A. Yes/No questions with the Rising Intonation (with two high level stressed syllables before the nucleus).
B. Yes/No questions with the Rising Intonation (with a high stressed syllable after a rise).
C. A dialogue in which the questions are asked with the Rising Intonation and the responses uttered with the Falling Intonation.

Unit 43
A. Requests with the Rising Intonation.
B. Statements which are intended as questions with the Rising Intonation.
C. Statements with the Rising Intonation.

Unit 44
A. Dialogues with the Rising and Falling tunes.
B. Sentences in isolation which rises in medial position with the Falling Intonation.
C. Sentences in isolation which have two tunes.
Unit 45

A. Complex sentences with the Rising Intonation in the subordinate clause and the Falling Intonation in the main clause.
B. Complex sentences wherein the main clause occurs initially (the Falling Intonation first).
C. Complex sentences wherein the main clause occurs initially (uttered as single units with the Falling Intonation at the end).

Unit 46

A. Wh- questions and yes/no questions starting with the Falling Intonation and ending with the Rising Intonation.
B. Responding to queries with the responses containing Falling-rising Intonation.
C. Sentences in isolation with the Falling-rising Intonation.

Unit 47

A. The statements and their question-tags both with the Falling Intonation.
B. The statements ending with the Falling Intonation and their question-tags with the Rising Intonation.
C. Sentences which contain the tune pattern of either A or B.

Unit 48

Dialogues which consist of all the basic intonation patterns.

Unit 49

Passages which consist of the Falling and the Rising Intonation patterns.

II. STRESS SHIFT

Unit 50

- Primary stress and secondary stress.
- Words with two stressed syllables
- The stress pattern of words in isolation remains constant.
- In connected speech, there is stress shift owing to:
  1. the occurrence of a strongly stressed syllable which follows the secondary stress of the preceding word;
  2. the stress pattern of a similar word (analogy);
  3. avoidance of a succession of weak syllables;
  4. grammatical forms; and
  5. prominence due to context (caused by attitudes of the speaker or the listener, situational needs and emotional aspects).
Audio Cassette - 3

RESEARCHER-PREPARED PROGRAMMES

1. A simulated news bulletin that includes three news items on election results, the award of Nobel Prize and cricket.
2. A short talk on how to get rid of one’s problems and be happy.
3. A conversation in which a doctor, an engineer and a lady take part.
4. A dialogue between a mother and her daughter.

OFF-AIR PROGRAMMES

1. Audio
   (a) A newscast of All India Radio (one political, two topical and one sports item preceded and followed by headlines in brief)
   (b) A newscast of British Broadcasting Corporation (one sports item only)
   (c) A radio talk broadcast by All India Radio (a short talk on Gandhiji)
   (d) A panel discussion in which five participants took part (presented by All India Radio in which an eminent journalist discussed communal clashes with a social worker, a lecturer, a banker and a politician).

2. Video
   (a) A newscast of Doordarshan (one current event, one sports item and one narration with visuals)
   (b) A news bulletin of Star News (one visual on an air crash and one sports item)
   (c) A talk telecast by Doordarshan (by an educationist).
   (d) A brief commentary with visuals on the abolition of Apartheid (Discovery Channel).
   (e) An interview (Doordarshan programme) in which a reporter talks with a social worker.
   (f) A short clipping from a serial (Star programme) in which a father and his daughter plan their weekend.