APPENDIX - 3

INSTRUCTIONAL PACKAGE FOR LISTENING PRACTICE
INSTRUCTIONAL PACKAGE FOR LISTENING PRACTICE

Instructional Objectives:

I. After listening to Section A of this instructional package, the listener should be able to

1. Discriminate among the distinctive vowel sounds of English.
2. Discriminate among the distinctive consonant sounds of English.
3. Identify the clusters formed by two or three consonants at the word initial and final positions.
4. Recognize the stress patterns of English words.
5. Identify words in stressed and unstressed positions.
6. Recognize the contracted forms / weak forms of certain structural words.
7. Distinguish word boundaries.
8. Recognize the rhythmic structures of English.
9. Recognize the functions of stress and intonation to signal the information structures of utterances.
10. Recognize the typical accentual patterns in English.

II. After listening to Sections B and C of this instructional package, the listener should be able to

1. Guess the meanings of words from the contexts in which they occur.
2. Detect key words in the utterances heard.
3. Recognize the communicative functions of utterances according to situations, participants and goals.
4. Infer situations and patterns from the given cues.
5. Use real world knowledge and experience to arrive at meanings and goals.
6. Identify topics.
7. Identify purpose and scope of discourse.
8. Identify facial, paralinguistic and other clues to arrive at meanings.
9. Infer relationships among units within discourse.
10. Follow different modes of communicative tasks: spoken, audio and audio-video.

Section A
Vowel Sounds

Unit 1

A. Listen to each pair of words as they are read aloud:

<table>
<thead>
<tr>
<th>/i:/</th>
<th>/ɪ:/</th>
<th>/i:/</th>
<th>/ɪ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. beat</td>
<td>bit</td>
<td>6. bead</td>
<td>bid</td>
</tr>
<tr>
<td>2. peak</td>
<td>pick</td>
<td>7. peal</td>
<td>pill</td>
</tr>
<tr>
<td>3. feet</td>
<td>fit</td>
<td>8. feel</td>
<td>fill</td>
</tr>
<tr>
<td>4. sheep</td>
<td>ship</td>
<td>9. read</td>
<td>rid</td>
</tr>
<tr>
<td>5. heat</td>
<td>hid</td>
<td>10. lead (v)</td>
<td>lid</td>
</tr>
</tbody>
</table>
B. Listen to the following sentences paying attention to the weak forms:

1. Be careful.  
2. Don't be afraid.  
3. Try to be good.  
4. I won't be long.  
5. I've been away.  
6. He's been waiting for us.  
7. My son's waiting.  
8. The bag's mine.  
9. God's in his heaven.  
10. It's not enough.  
11. The lock's broken.  
12. The ship's leaving.  
13. We haven't done it  
14. We were waiting.  
15. She doesn't like it.  
16. What does she want?  
17. He didn't want it.  
18. Where did he go?  
19. I like him.  
20. It wasn't his book.  
21. She helped me a lot.  
22. I'll help you.  
23. It is the only way.  
24. The umbrella's mine.  
25. The first one was the best.

B. Passages for Listening Practice:

1. A: Have you been to John’s house?  
   B: Yes, he invited me last Sunday.  
   A: Did you meet his family?  
   B: I met his mother. His father was out but I’d met him already.  
   A: I know John’s aunt. She’s a kind lady.  
   B: I didn’t see her, I hope she’ll be there next time.

2. The scene is a remote country village. There is only one main street, which divides the village in two equal parts. It is evening and the street is filled with people. These are peasants, returning from the fields, which lie at some distance from the village.
Unit 2

A. Listen to each pair of words as they are read aloud:

<table>
<thead>
<tr>
<th>/e/</th>
<th>/æ/</th>
<th>/i:/</th>
<th>/i/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. peck</td>
<td>pack</td>
<td>1. beat</td>
<td>bit</td>
</tr>
<tr>
<td>2. bet</td>
<td>bat</td>
<td>2. seat</td>
<td>sit</td>
</tr>
<tr>
<td>3. mess</td>
<td>mass</td>
<td>3. peak</td>
<td>pick</td>
</tr>
<tr>
<td>4. guess</td>
<td>gas</td>
<td>4. head</td>
<td>hid</td>
</tr>
<tr>
<td>5. bed</td>
<td>bad</td>
<td>5. head</td>
<td>hid</td>
</tr>
<tr>
<td>6. head</td>
<td>had</td>
<td>7. men</td>
<td>man</td>
</tr>
<tr>
<td>8. beg</td>
<td>bag</td>
<td>9. pet</td>
<td>pat</td>
</tr>
<tr>
<td>10. set</td>
<td>sat</td>
<td>11. beg</td>
<td>bag</td>
</tr>
</tbody>
</table>

B. Listen to the following sentences paying attention to the weak forms:

1. I watched them coming.
2. She ate an apple.
3. She was hale and healthy.
4. He is tall and thin.
5. They arrived at six o’clock.
6. He said that he knew me.
7. Have you finished?
8. They may have gone.
9. I’ve finished.
10. Has he gone?
11. What has he done?
12. The rain’s stopped.
13. The cat’s run away.
14. Had he gone?
15. What had they done?
16. They’d finished.
17. What can we do now?
18. Shall I help you?
19. I’ll say it slowly.
20. It’s later than you think.
21. He’s not as tall as his brother.
22. He wants a cup of coffee.

B. Passages for Listening Practice:

1. They sent us the best map they had.
2. The ambassador speaks several languages.
3. She was carrying a leather handbag.
4. We left our heavy luggage on the platform.
5. He set a grammar test on Saturday.
Unit 3

A. Listen to the following pairs of words as they are read aloud:

<table>
<thead>
<tr>
<th>/ʌ:/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. heart</td>
<td>hot</td>
</tr>
<tr>
<td>2. cast</td>
<td>cost</td>
</tr>
<tr>
<td>3. sharp</td>
<td>shop</td>
</tr>
<tr>
<td>4. large</td>
<td>lodge</td>
</tr>
<tr>
<td>5. guard</td>
<td>god</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʌ:/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cart</td>
<td>court</td>
</tr>
<tr>
<td>2. part</td>
<td>port</td>
</tr>
<tr>
<td>3. barn</td>
<td>born</td>
</tr>
<tr>
<td>4. cot</td>
<td>caught</td>
</tr>
<tr>
<td>5. pot</td>
<td>port</td>
</tr>
<tr>
<td>6. rod</td>
<td>roared</td>
</tr>
</tbody>
</table>

Listen to the following sentences. Great attention must be paid to the weak forms.

1. They are coming tonight. are /ər/ 
2. The books are on the shelf. are /ər/ 
3. A cup of tea is enough. of /əf/ 
4. It's a long way from here. from /frəm/ 
5. What was he doing? was /wɔz/ 
6. He was waiting for the bus. for /fɔr/ 
7. I've been waiting for ages. for /fɔːr/ 

B. Practice Passage:

Balu had been abroad on a long holiday. The ship had called at several small ports, but Balu, being cautious, had always stayed on board because people had warned him that he might be robbed.

Unit 4

A. Listen to the following pairs of words:

<table>
<thead>
<tr>
<th>/u/</th>
<th>/uː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. soot</td>
<td>suit</td>
</tr>
<tr>
<td>2. full</td>
<td>fool</td>
</tr>
<tr>
<td>3. pull</td>
<td>pool</td>
</tr>
<tr>
<td>4. would</td>
<td>wooed</td>
</tr>
<tr>
<td>5. could</td>
<td>cooed</td>
</tr>
<tr>
<td>6. should</td>
<td>shooed</td>
</tr>
</tbody>
</table>
Listen to the following sentences paying attention to the weak forms:

1. What *could* we do? 
   could /kəd/ 
2. Where *should* we leave it? 
   should /ʃəd/ 
3. What *would* happen? 
   would /wʊd/ 
4. He’d rather wait. 
   would /d/ 
5. They won’t believe *you*. 
   you /ju/ 
6. *Do* I make myself clear? 
   do /du/ 
7. *Do* they like it? 
   do /də/ 
8. *Who* did it? 
   who /hu/ 
9. I know *who* did it. 
   who /u/ 
10. She wants *to* eat. 
     to /tu/ (before vowels) 
11. He came *to* see me. 
    to /tə/ (before consonants)

B. Practice Sentences:

1. The youth put on his new suit. 
2. I’m looking for a new room. 
3. The boy pushed his friend in the pool. 
4. His cook makes good soup. 
5. Who took all the new books?

Unit 5

A. Listen to the following pairs of words:

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>hut</td>
<td>hat</td>
</tr>
<tr>
<td>luck</td>
<td>lack</td>
</tr>
<tr>
<td>cup</td>
<td>cap</td>
</tr>
<tr>
<td>much</td>
<td>match</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/ɔ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>dock</td>
</tr>
<tr>
<td>nut</td>
<td>not</td>
</tr>
<tr>
<td>hut</td>
<td>hot</td>
</tr>
<tr>
<td>bus</td>
<td>boss</td>
</tr>
<tr>
<td>lung</td>
<td>long</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>hut</td>
<td>hurt</td>
</tr>
<tr>
<td>bud</td>
<td>bird</td>
</tr>
<tr>
<td>shut</td>
<td>shirt</td>
</tr>
<tr>
<td>gull</td>
<td>girl</td>
</tr>
<tr>
<td>cut</td>
<td>curt</td>
</tr>
</tbody>
</table>
Listen to the following sentences paying attention to the weak forms:

1. He was tired but happy.
2. They wanted us to leave.
3. Let’s go now.
4. I need some money.
5. We must inspect it first.
6. I must go now.
7. What does he want?
8. Her bag’s still here.
9. Her aunt is a teacher.
10. They were waiting.
11. They were all afraid.

B. Passages for Listening Practice:

1. We’ve just passed the first turning.
2. Farmers don’t earn much money.
3. It’s lucky we started early.
4. One of the girls hurt her arm.
5. Underline the last word.
6. Sherlock Holmes looked at his four suspects in turn. First there was the colonel, a burly man with a stern, sunburnt face. He looked worried, certainly, and Holmes wondered what was troubling him. Next, the colonel’s wife, who was much younger than her husband. She too seemed disturbed about something. Their son John stood near his mother.

Unit 6

A. Listen to the following words:

/ə/ again along attempt
/ɒ/ protect connect police
/ɔ/ colour matter Asia
/ər/ modern method famous
/ɔd/ ordered mattered officers
/postman fireman Scotland

Listen to the following sentences paying attention to the weak forms:

1. There was a loud noise.
2. There must be a mistake.
3. There isn’t any left.
4. There aren’t any more.
B. Sentences for Listening Practice:

1. His brother was eating a banana.
2. The policeman arrested the robber.
3. There was a snake under the bed.
4. There are some books in the cupboard.
5. He said that he had seen it.

Unit 7

A. Listen to the following pair of words:

<table>
<thead>
<tr>
<th>/ei/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>date</td>
<td>debt</td>
</tr>
<tr>
<td>gates</td>
<td>gets</td>
</tr>
<tr>
<td>wait</td>
<td>wet</td>
</tr>
<tr>
<td>late</td>
<td>let</td>
</tr>
<tr>
<td>later</td>
<td>letter</td>
</tr>
<tr>
<td>age</td>
<td>edge</td>
</tr>
<tr>
<td>pain</td>
<td>pen</td>
</tr>
<tr>
<td>raid</td>
<td>red</td>
</tr>
<tr>
<td>sale</td>
<td>sell</td>
</tr>
<tr>
<td>fail</td>
<td>fell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ou/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>caught</td>
</tr>
<tr>
<td>boat</td>
<td>bought</td>
</tr>
<tr>
<td>choke</td>
<td>chalk</td>
</tr>
<tr>
<td>sew</td>
<td>saw</td>
</tr>
<tr>
<td>foe</td>
<td>four</td>
</tr>
<tr>
<td>tone</td>
<td>torn</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. Several guests came very late.
2. I forget his name but I remember his face.
3. He closed the door slowly.
4. He sold his jeep and bought a motor car.
5. I hope she won't ignore my warning.

Unit 8

A. Listen to each pair of words:

<table>
<thead>
<tr>
<th>/ai/</th>
<th>/ei/</th>
</tr>
</thead>
<tbody>
<tr>
<td>height</td>
<td>hate</td>
</tr>
<tr>
<td>white</td>
<td>weight</td>
</tr>
<tr>
<td>right</td>
<td>rate</td>
</tr>
<tr>
<td>die</td>
<td>day</td>
</tr>
<tr>
<td>buy</td>
<td>bay</td>
</tr>
<tr>
<td>line</td>
<td>lane</td>
</tr>
</tbody>
</table>
B. Passages for Listening Practice:

1. He’s proud of his old house.
2. They’re flying kites in the sky.
3. She cried, then wiped her eyes.
4. Don’t shout too loud.
5. She bought some medicine to destroy the rats.
6. It was a fine day, without a single cloud in the sky, so Mrs. Kumar decided to take her two children to the seaside. They arrived at about half past nine. At that time the beach was not crowded.

Unit 9

A. Listen to each pair of words:

<table>
<thead>
<tr>
<th>/au/</th>
<th>/ou/</th>
<th>/ɔɪ/</th>
<th>/ɔː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. now</td>
<td>no</td>
<td>1. toy</td>
<td>tore</td>
</tr>
<tr>
<td>2. town</td>
<td>tone</td>
<td>2. joy</td>
<td>jaw</td>
</tr>
<tr>
<td>3. couch</td>
<td>coach</td>
<td>3. boil</td>
<td>ball</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. The bear was really fierce.
2. The crowd in the square cheered the mayor.
3. We are not prepared to share our ideas.
4. There are some queer fish in the aquarium.
5. Air fares are dearer this year.

Unit 10

A. Listen the following words:

<table>
<thead>
<tr>
<th>/uə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sure</td>
</tr>
<tr>
<td>pure</td>
</tr>
<tr>
<td>cure</td>
</tr>
<tr>
<td>tour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ɪə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>tourist</td>
</tr>
<tr>
<td>fury</td>
</tr>
<tr>
<td>plural</td>
</tr>
<tr>
<td>usual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ɪʃə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>influence</td>
</tr>
<tr>
<td>virtuous</td>
</tr>
<tr>
<td>vacuum</td>
</tr>
</tbody>
</table>
B. Sentences for Listening Practice

1. He's on tour, as usual.
2. I'm sure that he's been cured.
3. The steward speaks French fluently.

Unit 11

Listen to the following words:

<table>
<thead>
<tr>
<th>/eiə/</th>
<th>/ouə/</th>
<th>/aiə/</th>
<th>/auə/</th>
<th>/ɔiə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. player</td>
<td>grower</td>
<td>fire</td>
<td>flower</td>
<td>royal</td>
</tr>
<tr>
<td>2. gayer</td>
<td>lower</td>
<td>tyre</td>
<td>shower</td>
<td>loyal</td>
</tr>
<tr>
<td>3. layer</td>
<td>sower</td>
<td>liar</td>
<td>towel</td>
<td>lawyer</td>
</tr>
<tr>
<td>4. grayer</td>
<td>rower</td>
<td>require</td>
<td>hour</td>
<td>employer</td>
</tr>
</tbody>
</table>

Consonant Sounds

Unit 12

A. Listen to each pair of words:

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. two</td>
<td>do</td>
<td>6. bet</td>
<td>bed</td>
</tr>
<tr>
<td>2. ten</td>
<td>den</td>
<td>7. hit</td>
<td>hid</td>
</tr>
<tr>
<td>3. tear</td>
<td>dare</td>
<td>8. rot</td>
<td>rod</td>
</tr>
<tr>
<td>4. tied</td>
<td>died</td>
<td>9. heart</td>
<td>hard</td>
</tr>
<tr>
<td>5. torn</td>
<td>dawn</td>
<td>10. paint</td>
<td>pained</td>
</tr>
<tr>
<td>11. writer</td>
<td>rider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. latter</td>
<td>ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. metal</td>
<td>medal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. water</td>
<td>warder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. putting</td>
<td>pudding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Sentences for Listening practice:

1. He didn’t try to attend the wedding.
2. The ostrich hid its head in the sand.
3. The child bumped his head on the side of the table.
4. He got a medal for his daring deed.
5. I couldn’t get to sleep because the bed was hard.
Unit 13

A. Listen to the following pair of words:

<table>
<thead>
<tr>
<th>/n/</th>
<th>/y/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sin</td>
<td>sing</td>
</tr>
<tr>
<td>win</td>
<td>wing</td>
</tr>
<tr>
<td>ran</td>
<td>rang</td>
</tr>
<tr>
<td>hand</td>
<td>hanged</td>
</tr>
<tr>
<td>banning</td>
<td>banging</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. She sang a long song.
2. The wet clothes are hanged for drying.
3. My uncle puts his money in the bank.
4. They died of hunger in the jungle.
5. The monkey bit the man’s ankle.

Unit 14

A. Listen to the following pair of words:

<table>
<thead>
<tr>
<th>/f/</th>
<th>/p/</th>
</tr>
</thead>
<tbody>
<tr>
<td>fill</td>
<td>pill</td>
</tr>
<tr>
<td>fail</td>
<td>pale</td>
</tr>
<tr>
<td>fork</td>
<td>pork</td>
</tr>
<tr>
<td>cuff</td>
<td>cup</td>
</tr>
<tr>
<td>coffee</td>
<td>copy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/f/</th>
<th>/v/</th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>van</td>
</tr>
<tr>
<td>fine</td>
<td>vine</td>
</tr>
<tr>
<td>safe</td>
<td>save</td>
</tr>
<tr>
<td>calf</td>
<td>carve</td>
</tr>
<tr>
<td>off</td>
<td>of</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. I’m afraid his plan will fail.
2. He fell fifty feet from the top floor.
3. The fool has painted his fence pink.
4. He feels nervous when he drives.
5. I have five novels to review.
Unit 15

A. Listen to the following pairs of words:

/θ/  /t/
1. think  tin
2. thank  tank
3. thorn  torn
4. path  part
5. north  naught

/ð/  /d/
1. then  den
2. there  dare
3. though  dough
4. wreathe  read
5. worthy  wordy

B. Sentences for Listening Practice:

1. That’s my eldest brother over there.
2. I think the cloth is too thin.
3. It’s the author’s favourite theme.
4. We want to go out in the cold weather.

Unit 16

A. Listen to the following words:

/1/
1. law  6. please  11. bill  16. bells
2. lost  7. clap  12. real  17. called
3. lose  8. slip  13. nail  18. follow
5. like 10. slip  15. roll  20. apple

B. Sentences for Listening Practice:

1. We all laughed loudly when the clown came on the stage.
2. She felt sleepy because the film was not interesting.
3. He quarrelled with his uncle over a trifle.
4. They live alone on an island in the middle of a sea.
**Unit 17**

A. Listen to the following pair of words:

<table>
<thead>
<tr>
<th>/s/</th>
<th>/ʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sell</td>
<td>shell</td>
</tr>
<tr>
<td>2. same</td>
<td>shame</td>
</tr>
<tr>
<td>3. sun</td>
<td>shun</td>
</tr>
<tr>
<td>4. lease</td>
<td>leash</td>
</tr>
<tr>
<td>5. gas</td>
<td>gash</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. I’m sure these shoes are the same.
2. She sells sea-shells on the seashore.
3. I wish he weren’t so self-conscious.
4. “Pass the sugar,” she said.

**Unit 18**

A. Listen to the following pairs of words:

<table>
<thead>
<tr>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. treasure</td>
</tr>
<tr>
<td>2. leisure</td>
</tr>
<tr>
<td>3. occasion</td>
</tr>
<tr>
<td>4. composure</td>
</tr>
<tr>
<td>5. usual</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. The invasion caused much confusion.
2. Make your decision at leisure.
3. They came to no conclusion, as usual.

**Unit 19**

A. Listen to the following pairs of words:

<table>
<thead>
<tr>
<th>/ʃ/</th>
<th>/dz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. choke</td>
<td>joke</td>
</tr>
<tr>
<td>2. chest</td>
<td>jest</td>
</tr>
<tr>
<td>3. chin</td>
<td>gin</td>
</tr>
<tr>
<td>4. batch</td>
<td>badge</td>
</tr>
<tr>
<td>5. rich</td>
<td>ridge</td>
</tr>
</tbody>
</table>
B. Sentences for Listening Practice:

1. His shirt is much too large.
2. The teacher carries a large bag.
3. The chairman met the judge.
4. Several soldiers were injured.
5. He saw a huge tree.

Unit 20

A. Listen to the following pairs of words:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/v/</td>
<td>/w/</td>
</tr>
<tr>
<td>vet</td>
<td>wet</td>
</tr>
<tr>
<td>verse</td>
<td>worse</td>
</tr>
<tr>
<td>vest</td>
<td>west</td>
</tr>
<tr>
<td>veil</td>
<td>whale</td>
</tr>
<tr>
<td>vine</td>
<td>wine</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. I hope the weather will be warm next week.
2. We want to live a quiet life.
3. He won an award for bravery.
4. It was evening when he awoke.
5. Why did you leave without giving us warning?

Unit 21

A. Listen to the following words:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/j/</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>yet</td>
</tr>
<tr>
<td>young</td>
</tr>
<tr>
<td>use</td>
</tr>
<tr>
<td>beauty</td>
</tr>
<tr>
<td>11. refuse</td>
</tr>
<tr>
<td>12. failure</td>
</tr>
<tr>
<td>13. unit</td>
</tr>
<tr>
<td>14. music</td>
</tr>
<tr>
<td>15. unusual</td>
</tr>
</tbody>
</table>

B. Sentences for Listening Practice:

1. The yard has been empty for years.
2. It was a very unusual practice.
3. My suit was new last year.
4. He refused to go to the end of the queue.
5. Yes, the musician is a very young person.
## Initial Consonant Clusters

### Unit 22

A. Listen to the following words:

<table>
<thead>
<tr>
<th>/sp/</th>
<th>/st/</th>
<th>/sk/</th>
<th>/sl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spin</td>
<td>6. step</td>
<td>11. school</td>
<td>16. slack</td>
</tr>
<tr>
<td>2. spot</td>
<td>7. stick</td>
<td>12. skin</td>
<td>17. slip</td>
</tr>
<tr>
<td>3. spend</td>
<td>8. start</td>
<td>13. scarce</td>
<td>18. slow</td>
</tr>
<tr>
<td>5. spell</td>
<td>10. steal</td>
<td>15. scorn</td>
<td>20. slope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/sm/</th>
<th>/sn/</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. small</td>
<td>26. snake</td>
</tr>
<tr>
<td>22. smell</td>
<td>27. snow</td>
</tr>
<tr>
<td>23. smoke</td>
<td>28. snap</td>
</tr>
<tr>
<td>24. smack</td>
<td>29. snore</td>
</tr>
<tr>
<td>25. smile</td>
<td>30. snail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/str/</th>
<th>/spr/</th>
<th>/skr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. stream</td>
<td>36. spring</td>
<td>41. scream</td>
</tr>
<tr>
<td>32. stress</td>
<td>37. sprain</td>
<td>42. scrap</td>
</tr>
<tr>
<td>33. strange</td>
<td>38. spread</td>
<td>43. screen</td>
</tr>
<tr>
<td>34. street</td>
<td>39. sprinkle</td>
<td>44. screw</td>
</tr>
<tr>
<td>35. straight</td>
<td>40. spray</td>
<td>45. script</td>
</tr>
</tbody>
</table>

### Unit 23

Listen to the following words:

<table>
<thead>
<tr>
<th>/tr/</th>
<th>/br/</th>
<th>/dr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. train</td>
<td>6. brown</td>
<td>11. drown</td>
</tr>
<tr>
<td>2. trip</td>
<td>7. bright</td>
<td>12. draw</td>
</tr>
<tr>
<td>3. trade</td>
<td>8. breathe</td>
<td>13. dress</td>
</tr>
<tr>
<td>4. trick</td>
<td>9. brush</td>
<td>14. drag</td>
</tr>
<tr>
<td>5. truck</td>
<td>10. broad</td>
<td>15. dream</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/pl/</th>
<th>/bl/</th>
<th>/gl/</th>
<th>/sl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. play</td>
<td>21. blade</td>
<td>26. glad</td>
<td>31. sleep</td>
</tr>
<tr>
<td>17. please</td>
<td>22. blue</td>
<td>27. glass</td>
<td>32. slip</td>
</tr>
<tr>
<td>18. plain</td>
<td>23. blood</td>
<td>28. glance</td>
<td>33. slot</td>
</tr>
<tr>
<td>19. plant</td>
<td>24. blow</td>
<td>29. globe</td>
<td>34. slave</td>
</tr>
<tr>
<td>20. place</td>
<td>25. blind</td>
<td>30. glide</td>
<td>35. slow</td>
</tr>
</tbody>
</table>
## Final Consonant Clusters

### Unit 24

Listen to the following words:

<table>
<thead>
<tr>
<th>/bz/</th>
<th>/dz/</th>
<th>/gz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. robs</td>
<td>6. needs</td>
<td>11. bags</td>
</tr>
<tr>
<td>2. nibs</td>
<td>7. lids</td>
<td>12. digs</td>
</tr>
<tr>
<td>3. tribes</td>
<td>8. swords</td>
<td>13. rugs</td>
</tr>
<tr>
<td>4. robes</td>
<td>9. roads</td>
<td>14. rags</td>
</tr>
<tr>
<td>5. cabs</td>
<td>10. beds</td>
<td>15. legs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/mz/</th>
<th>/nz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. stems</td>
<td>21. drowns</td>
</tr>
<tr>
<td>17. dreams</td>
<td>22. tins</td>
</tr>
<tr>
<td>18. times</td>
<td>23. runs</td>
</tr>
<tr>
<td>19. teams</td>
<td>24. sons</td>
</tr>
<tr>
<td>20. homes</td>
<td>25. trains</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/lz/</th>
<th>/vz/</th>
<th>/ðz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. fills</td>
<td>36. loves</td>
<td>41. breathes</td>
</tr>
<tr>
<td>32. bells</td>
<td>37. saves</td>
<td>42. bathes</td>
</tr>
<tr>
<td>33. tells</td>
<td>38. lives</td>
<td>43. paths</td>
</tr>
<tr>
<td>34. rolls</td>
<td>39. drives</td>
<td>44. mouths</td>
</tr>
<tr>
<td>35. calls</td>
<td>40. waves</td>
<td>45. loathes</td>
</tr>
</tbody>
</table>

### Unit 25

Listen to the following words:

<table>
<thead>
<tr>
<th>/bd/</th>
<th>/gd/</th>
<th>/ld/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rubbed</td>
<td>4. hugged</td>
<td>7. filled</td>
</tr>
<tr>
<td>2. robbed</td>
<td>5. bagged</td>
<td>8. called</td>
</tr>
<tr>
<td>3. grabbed</td>
<td>6. tugged</td>
<td>9. rolled</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/vd/</th>
<th>/ðd/</th>
<th>/zd/</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. loved</td>
<td>13. breathed</td>
<td>16. buzzed</td>
</tr>
<tr>
<td>11. moved</td>
<td>14. bathed</td>
<td>17. fizzed</td>
</tr>
<tr>
<td>12. saved</td>
<td>15. wreathed</td>
<td>18. gazed</td>
</tr>
</tbody>
</table>
**Unit 26**

Listen to the following words:

<table>
<thead>
<tr>
<th>/pt/</th>
<th>/kt/</th>
<th>/ft/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tapped</td>
<td>4. locked</td>
<td>7. laughed</td>
</tr>
<tr>
<td>2. hoped</td>
<td>5. picked</td>
<td>8. coughed</td>
</tr>
<tr>
<td>3. typed</td>
<td>6. packed</td>
<td>9. puffed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/st/</th>
<th>/ʃt/</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. missed</td>
<td>13. wished</td>
</tr>
<tr>
<td>11. passed</td>
<td>14. rushed</td>
</tr>
<tr>
<td>12. kissed</td>
<td>15. splashed</td>
</tr>
</tbody>
</table>

**Unit 27**

Listen to the following words:

<table>
<thead>
<tr>
<th>/pl/</th>
<th>/bl/</th>
<th>/tl/</th>
<th>/dl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. apple</td>
<td>4. table</td>
<td>7. little</td>
<td>10. pedal</td>
</tr>
<tr>
<td>2. people</td>
<td>5. trouble</td>
<td>8. cattle</td>
<td>11. riddle</td>
</tr>
<tr>
<td>3. couple</td>
<td>6. noble</td>
<td>9. subtle</td>
<td>12. medal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/kl/</th>
<th>/gl/</th>
<th>/ʃt/</th>
<th>/vl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. buckle</td>
<td>16. bugle</td>
<td>19. rifle</td>
<td>22. rival</td>
</tr>
<tr>
<td>14. cycle</td>
<td>17. wriggle</td>
<td>20. trifle</td>
<td>23. oval</td>
</tr>
<tr>
<td>15. tickle</td>
<td>18. eagle</td>
<td>21. muffle</td>
<td>24. naval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/sl/</th>
<th>/ʃl/</th>
<th>/ml/</th>
<th>/nl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. whistle</td>
<td>28. official</td>
<td>31. camel</td>
<td>34. tunnel</td>
</tr>
<tr>
<td>26. thistle</td>
<td>29. special</td>
<td>32. pummel</td>
<td>35. channel</td>
</tr>
<tr>
<td>27. wrestle</td>
<td>30. partial</td>
<td>33. trammel</td>
<td>36. colonel</td>
</tr>
</tbody>
</table>

**Word Stress**

**Unit 28**

1. Disyllabic (two-syllabled) words with weak prefixes are stressed on the second syllable. Listen to the following disyllabic words:

a'gain  to'wards  de'pend
at'tend  re'turn  pre'serve
be'come  en'joy  sur'round
2. Disyllabic verbs with the prefix *dis-* receive their stress on the second syllable:

| dis'charge | dis'miss | dis'play |
| dis'grace  | dis'own  | dis'trust |

3. Words ending with the suffixes *-ion* and *-ic* receive their stress on the penultimate (i.e. last but one) syllable:

| imi'tation | pro'cession | tra'dition |
| dy'namic   | dra'matic   | e'lectric |

4. Trisyllabic (three-syllabled) words and words with more than three syllables ending with the suffixes *-ate, -ise, -ize* and *-fy* are stressed on the antepenultimate (i.e. third from the last) syllable:

| 'deviate | ap'preciate | cer'tificate |
| 'realize | a'polozize  | 'enterprize |
| 'glorify | per'sonify  | e'lectify |

5. Words ending with the suffixes *-ical, -ically, -ity, -ial* and *-ally* receive their stress on the syllable immediately preceding these suffixes:

| eco'nomical | pol'itical |
| hist'oribly | prac'tically |
| ma'jority   | ac'tivity  |
| art'i'ficial| of'ficial  |
| in'du'strialy| par'tially |

6. Compound words usually have the stress on the first element. Listen to the following compound words:

| 'headmaster | 'school-bus |
| 'newspaper  | 'paper-tiger |
| 'daybreak  | 'tea-party |

However, compound words ending with *-ever* and *-self* have the stress on the second element. Listen to the following words:

| when'ever | what'ever | wher'ever |
| my'self   | your'self | them'selves |

A few compound words have the stress on the second element:

| after'noon | second-'hand |
| down'stairs | old-'Fashioned |
| post-'graduate | ground-'floor |
7. If a word has two grammatical functions, the stress is shifted from one syllable to another.

(a) He's a 'rebel. (Noun)
(b) He re'belled against the management. (Verb)
(c) The Sahara is a great 'desert. (Noun)
(d) He de'serted her and ran away. (Verb)

Unit 29

A. Listen carefully when the following words are read aloud. Mark the stressed syllable of each word:

1. decide
2. trousers
3. invent
4. college
5. govern
6. mystery
7. prepare
8. dismiss
9. Relax
10. traditional
11. admirable
12. democratic
13. security
14. Calculation
15. difficulty
16. mechanical
17. photography
18. incidental
19. investigation

B. Listen carefully when the following compound words are read aloud. Mark the stressed syllables:

1. blackbird
2. cardboard
3. handwriting
4. flowerpot
5. south-east
6. post-office
7. broken-hearted
8. well-meaning
9. vice-chancellor
10. season-ticket

Sentence Stress

Unit 30

Note the stressed syllables in the following sentences. Listen to these sentences which are read aloud highlighting slightly the stressed syllables:

A. Pattern XxX : 'Bring a 'Friend.

1. Sing a song.
2. Go to school.
3. Don't be late.
4. Wash your hands.

B. Pattern xXx : We 'know them.

1. They watched me.
2. He told her.
3. They're running.
4. Repeat it.
5. You took one.
Pattern xxx : She 'swims 'well.

1. He sells books.
2. We walked fast.
3. She's just left.
4. I don't know.
5. They don't care.

D. Pattern XXX : 'John's 'reading.

1. Run faster.
2. Drink water.
3. Ram likes it.
4. Tom’s seen it.
5. Take twenty.

E. Pattern xxX : We have 'won.

1. He’s a fool.
2. She’s afraid.
3. It’s complete.
4. They are dead.
5. They complained.

F. Pattern Xxx : 'Lend me one.

1. Speak to me.
2. Open it.
3. Look at him.
4. Send her some.
5. Follow him.

Unit 31

Note the stressed syllables in the following sentences. Listen to the sentences which are read aloud highlighting slightly the stressed syllables:

A. Pattern xxxX : 'Leave me a'lone.

1. Lend me your pen.
2. Put it on top.
3. What is your name?
4. Follow him home.
5. What do they want?

A. Pattern XXXx : It 'looks 'easy.

2. They don't like it.
3. He writes stories.
4. The train’s leaving.
5. We won’t stop him.
6. The dog’s hungry.
A. Pattern xxXX : They have 'gone 'back.

1. It's a nice day.
2. You're my best friend.
3. She has turned round.
4. I have lost count.
5. They were too slow.

D. Pattern XXxx : 'Please 'look for it.

1. Please wait for me.
2. Don't speak to her.
3. Who gave them one?
4. What worried him?
5. Go back for it.

E. Pattern XxXx : 'Make the 'coffee.

1. Don't believe her.
2. Look behind you.
3. Can you hear me?
4. Shut the window.
5. Read it quickly.

F. Pattern xXxX : His 'hand was 'cut.

1. He left today.
2. I know she's right.
3. We locked them up.
4. They weren't correct.
5. Your wife has left.

G. Pattern xXxx : Be 'nice to me.

1. Be firm with them.
2. We paid for it.
3. It's beautiful.
4. They worry me.
5. They came with me.

H. Pattern xxXx : We have 'watched him.

1. He has sent it.
2. I was sleeping.
3. It's confusing.
4. He deserved it.
5. They have bought it.
Unit 32

Note the stressed syllable in the following sentences. Listen to the sentences which are read aloud highlighting slightly the stressed syllables:

A. Pattern xxXxX : You can 'leave the 'bag.

1. She was washing clothes.
2. Do they want to go?
3. Would you like some tea?
4. A report was made.
5. They were never late.

B. Pattern xXxxX : She 'started to 'sing.

1. We threw it away.
2. I tried to forget.
3. He took them some food.
4. He didn’t complain.
5. The weather was hot.

C. Pattern XxxxX : 'Breakfast is at 'nine.

1. Draw it on the board.
2. Put it out of sight.
3. Few of them remained.
4. How can you be sure?
5. Why has he refused?

D. Pattern xXxXx : They 'know the 'answer.

1. We tried to warn them.
2. Your supper’s ready.
3. They sang together.
4. I can’t believe it.
5. I thought you knew him.

E. Pattern xXxxx : I 'know that he will.

1. Be nice to her.
2. She telephoned us.
3. He showed it to them.
4. I’ve written to him.
5. He threw it at me.
Unit 33
Note the stressed syllables in the following sentences. Listen to the sentences which are read aloud highlighting slightly the stressed syllables:

A. Pattern xXxXxx : The 'train a'rrived on 'time.
   1. The bus is always late.
   2. He bought a bigger home.
   3. You can’t refuse the job.
   4. We all enjoyed the fun.
   5. They won’t be back till five.

B. Pattern XxXxX : 'Write a'nothcr 'letter.
   1. Ask him not to send one.
   2. That’s a different matter.
   3. Who’s the better singer?
   4. Don’t forget to clean it.
   5. Where’s the highest mountain?

C. Pattern xXxXxx : He 'never 'mentioned it.
   1. They didn’t look at it.
   2. The girls are making it.
   3. My brother’s eaten it.
   4. We’ll never manage it.
   5. You mustn’t laugh at her.

D. Pattern xXxxXx : She 'said that she 'knew him.
   1. I wanted to see you.
   2. We might have believed you.
   3. The rest of us liked it.
   4. He’s writing a novel.
   5. I’ll see you tomorrow.

E. Pattern xXxxxX : The 'train has been de'layed.
   1. The waiting-room is full.
   2. I wanted you to know.
   3. We’ll see you in a week.
   4. It’s absolutely true.
   5. He promised that he’d come.

F. Pattern XxxxxX : 'Challenge him to a 'fight.
   6. Throw it into the sea.
   7. What have you got to say?
   8. Follow him to the door.
   9. None of them is at home.
  10. All of them have arrived.
Unit 34

Note the stressed syllables in the following sentences. Listen to the sentences which are read aloud highlighting slightly the stressed syllables:

A. Pattern xXxxXxx : The 'water is 'drinkable.
   1. We thanked him for giving it.
   2. The concert was excellent.
   3. They’re travelling by aeroplane.
   4. He’s eaten the oranges.
   5. We’re willing to buy you one.

B. Pattern xXxxxXx : My 'brother is a 'teacher.
   1. We know we can afford one.
   2. Remember to return it.
   3. We criticised his judgement.
   4. He cannot understand it.
   5. It’s terribly expensive.

C. Pattern xXxXxXxX : A 'cup of 'tea is 'all I 'want.
   1. He told his friend to go away.
   2. We hit him hard and threw him out.
   3. The train arrives at half past four.
   4. He hasn’t got much money left.
   5. She says she’s only twenty-two.

D. Pattern xXxxXxxX : The 'orchestra 'started to 'play.
   1. The children were going to school.
   2. The rest of us went for a walk.
   3. The car he was driving was new.
   4. He said that the house was on fire.
   5. We’ve almost decided to go.

E. Pattern xXxXxXxx : We 'didn’t 'try to 'practise it.
   1. I sent a letter yesterday.
   2. They never said they wanted it.
   3. He said he couldn’t carry it.
   4. You’ll have to buy some furniture.
   5. You borrowed several books from me.

F. Pattern xXxXxXxxXx : The 'work is 'getting 'harder 'every'day.
   6. The man was standing just behind the door.
   7. I think he wants to buy another car.
   8. I’ve never seen a man as big as that.
   9. We don’t have time to do the things we like.
  10. He fell and very nearly broke his neck.
A. Pattern xXxxxXxxxX : He ‘wanted them to ‘decorate his ‘room.

1. The train is more convenient than the bus.
2. She wanted me to listen to her song.
3. It’s quite understandable.
4. I sent a letter yesterday.
5. They said they hadn’t had enough to eat.

**Pause**

**Unit 35**

When we talk, we do not talk in single words but in groups of words. We may break or pause after a group, but not during it. We make pauses for breathing and for making our meaning clear. The groups of words followed by pauses are called tone-groups or sense-groups. When one tone-group is closely connected grammatically to the next, there is a very slight pause(/). When two tone-groups are not so closely connected, there is a longer pause(//). Listen to the following in which an utterance is broken up into manageable groups:

// Last Monday/ I wanted to arrive at Chennai early so I caught a train/ about half an hour before my usual one// as I go to work/ about half past seven.//

Most often, punctuation marks such as full stop, question mark, exclamation mark, colon and semi-colon help the reader to make a longer pause(//). Listen to the following utterances:

// I need a shirt.//
// Here’s a nice shirt;// we sell a lot of this one.//
// Do you, now?//
// What a long one it is!!//

Other punctuation marks such as comma and dash give the reader valuable clue as to a slight pause(/):

//Good gracious,/ I’ve never counted them.//
// Send him out -/ that’s my order.//

Sometimes, even in the absence of punctuation marks, we make pauses:

// If the truth comes out/ I shall never face him.//
// On the second day/ I met her.//

A comma, after one or two words in the beginning of a sentence, would be found where no pause is required:

//Well, see if you’ve still got any left,/ will you??//
// No, thank you,/ I’ll survive.//
//Good day, sir.//
Now, listen to the following passages which are read aloud and mark pauses wherever necessary:

1. Hoping not to be disturbed, I sat down in my easy-chair and started to read the book that I won as a prize.

2. They're opening a new hotel at Kovalam Beach. I'd like you to have a look at it. Then report back to me. Do you understand?

3. Ah, Vijaya, come in. Please sit down... we were talking about how we could improve our business. David has an interesting idea. I'd like you to hear it. Go on, David.

4. What I write about, Rasheed, is news. And my facts are hard! If we don't stop this illegal trade in hides, there will be no wild animals left by the year 2,000. That is a fact!

5. We don’t know where David is, Shiva. We think he’s gone to Periyar.

**Intonation**

**Unit 36**

A. Listen to the following words or phrases which are said with a falling intonation:

1. Yes. 6. Again.
2. No. 7. Thank you.
3. Please. 8. At once.

B. Listen to the following lists:

1. A, B, C, D, ................. X, Y, Z.
2. One, Two, Three, .............. Nine, Ten.
3. Monday, Tuesday, .............. Saturday, Sunday.
5. Tea, Coffee, Milk, Water.

C. Listen to the following conversation which takes place between a teacher and a student:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you understand?</td>
<td>Yes.</td>
</tr>
<tr>
<td>3. Here's your coffee.</td>
<td>Thank you.</td>
</tr>
<tr>
<td>5. You've made a mistake.</td>
<td>Sorry.</td>
</tr>
</tbody>
</table>
6. When are you leaving?
7. Can I meet your parents?
8. Will you buy some books?
9. Do you play chess?
10. Will you talk to your aunt?

To-morrow.
Certainly.
Per-haps.
Som-times.
Of-course.

Unit 37

A. Listen to the following statements which are said with a falling intonation:

1. They laughed.
2. She left.
3. You’re right.
4. She’s away.
5. They arrived.
6. He has gone.
7. It’s wrong.
8. He’s a fool.
9. There are five.
10. It’s the truth.

Listen to the following statements which are said with a falling intonation. Note the high level stress before the nucleus in the last five sentences.

1. I bought it.
2. We know them.
3. She left them.
4. He lost it.
5. They want some.
6. I know the way.
7. It’s working well.
8. They want to leave.
9. He lost his purse.
10. It’s time to go.

C. Listen to the following statements which are said with a falling intonation:

1. We didn’t even talk to them.
2. They went home quickly.
3. Nobody comes on time.
4. You are all working hard.
5. He left his friends behind.

D. Listen to the following passages which are read aloud with a falling intonation on each sentence:

1. The platform was crowded. More than a hundred people were waiting for the train. It was over an hour late. At last it rolled into the station. The crowd pushed for the doors. I waited. I had already reserved my berth. I knew I would get it.

2. Surya looked at the envelope. He felt very nervous. He didn’t want to open it. His examination results were inside. He expected to pass. But he wasn’t sure. At last he opened the envelope. He had passed.

Unit 38

A. Listen to the following question-words which are said with a falling intonation:
B. Listen to the following wh-questions which are said with a falling intonation: Note that _ is a low stressed syllable after the fall.

1. -What did you _get?
2. -Who did she _see?
3. -Where does he _live?
4. -Why did they _do it?
5. How _often have you _used it?
6. -Which do you _prefer?
7. -When can we _expect the new _one?
8. How _much did it _cost?
9. -How much _money do you _need?
10. -How many _pages have you _read?

C. Listen to the following dialogue between two classmates:

A

1. -What did you _have for _lunch?
2. How _old are you?
3. -Whose is this?
4. How _did you _come to _school?
5. -Where does your _father _work?
6. -Which is the _hottest _month?
7. -When is the _party?
8. -Where did you _get that _book?
9. -When did they _arrive?
10. -What do you _want to _drink?

B

Rice.
Seventeen.
Mine.
By bus.
In a bank.
April.
On Wednesday.
From the library.
Last night.
Coffee.

Unit 39

A. Listen to the conversation between a teacher and his students:

Teacher

1. -How did you _come?
2. -Where did you _get that _key?
3. -What’s _happened to your _watch?
4. How _often do you _see _movies?
5. -Why don’t you _take a _holiday?
6. -Where did I _leave my _pen?
7. -When are your _parents _coming?
8. -Whose _ring are you _wearing?
9. How _much did it _cost?
10. -When did your _brother _see me?

Student

I _came by _train.
I _found it on the _floor.
I’ve _taken it for _repair.
I _see them about once _a _week.
Because I’ve much _work.
You _put it in your bag.
The _week after _next.
It be-long _to a _friend.
I’d _rather not _tell you.
In nineteen _ninety.

B. Listen to the following dialogue between two classmates:
A: "What did you do last night?"
B: I went out.
A: "Where did you go?"
B: I went to the theatre.
A: "Which film did you see?"
B: I saw Brave Hearts.
A: "What was it like?"
B: It was awful.
A: "Who were in it?"
B: I can't remember.
A: "How long did it last?"
B: About an hour and a half.
A: "How much did you pay for the ticket?"
B: Twelve rupees.
A: "What time did you get back?"
B: It was about eleven.
A: "How did you manage to get home?"
B: I took a auto.

Unit 40

A. Listen to the following commands which are said with a falling intonation:

1. Stop.
2. Look.
3. Go.
4. Listen.
5. Wait.
6. Show me.
7. Ask him.
8. Fetch it.
9. Look for it.
10. Write to me.

B. Listen to the following commands:

1. Bring it here.
2. Don't be late.
3. Take it off.
4. Open the door.
5. Wash your hands.
6. Go away.
7. Make him tea.
8. Send it back.
9. Come again.
10. Dust the board.

C. Listen to the following commands which are read aloud with a falling intonation:

1. Try to write more clearly.
2. Leave it on the table.
3. Come and see me on Monday.
4. Don't make so much noise.
5. Do the best you can.

D. Listen to the following dialogues:

1. A: "Here's your clean shirt.
B: Thanks."
A: Where shall I put it?
B: Put it in the box, please. I don't need it now.

B: Sorry. It's out of stock. I'll order you a copy.
A: How long will it take?
B: About a week. I'll send the order to day.

3. A: I've just bought a camera.
B: It's very nice. How much did you pay for it?
A: Six hundred rupees. But it wasn't new. I bought it from a friend.
B: Well, now you can take some nice photographs.
A: I'd like to start now. Come into the garden.
B: Where shall I stand?
A: Over there. With the tree behind you.
B: I'm ready.
A: Good, don't move. I'm just going to take it.

Unit 41

A. Listen to the following lists. Note that all the words except the last in each list are said with a rising intonation:

1. A, TIB, TIC, TID, TIE and TIF.
2. One, two, three, four and five.
3. June, July, August and September.
4. Sunday, Monday and Tuesday.
5. Tea, coffee or milk.

B. Listen to the following yes/no questions which are said with a rising intonation:

1. Do we?
2. Does she?
3. Did you?
4. Am I?
5. Isn't he?
6. Are you?
7. Was she?
8. Were they?
9. May I?
10. Might he?
11. Can we?
12. Can't we?
13. Will she?
14. Won't he?
15. Shall I?
16. Shouldn't they?
17. Must we?
18. Hasn't she?
19. Have you?
20. Hadn't they?

C. Listen to the following yes/no questions which are said with a rising intonation:

1. Did he play?
2. Do you care?
3. Can't he swim?
4. Will they win?
5. Won't they help?
6. Have they left?
7. Have we lost?
8. Has she won?
9. Am I right?
10. Are you tired?

Unit 42

Listen to the following yes/no questions which are said with a rising intonation:
1. Is it going to rain?
2. Was the meeting cancelled?
3. Are you telling me the truth?
4. Do you know his name?
5. Did he get his salary?
6. Have the guests arrived?
7. Has the clock stopped?
8. Can you help me?
9. Will the results be published?
10. Shall I come again?

Listen to the following yes/no questions which are said with a rising intonation. Note that ə is a high stressed syllable after a rise.
1. Did you manage to catch the last bus?
2. Is anyone waiting outside the door?
3. Has everyone had enough to eat?
4. Will the work be finished by tomorrow?
5. Is it going to be hotter next month?
6. Would you like to see the letter I've written?
7. May I have some more sugar in my tea?
8. Can you remember exactly what he said?
9. Do you want a bigger one than this?
10. Did she attend the meeting in her school?

C. Listen to the following dialogue between a teacher and his student:

**Teacher**

| 1. Do you like this practice? | Certainly. |
| 2. Is everyone ready? | Not yet. |
| 3. Is this the last session? | I hope so. |
| 4. Do you make a lot of mistakes? | Of course. |
| 5. Is there any more? | I'm afraid not. |
| 6. Did you get a way on time? | Yes, I did. |
| 7. Are there any letters for me? | No, there aren't. |
| 8. Did the train leave on time? | No, it didn't. |
| 9. Is there enough food for everyone? | Yes, there is. |
| 10. Would you like another cup of tea? | Yes, I would. |
Unit 43

A. Listen to the following requests which are said with a rising intonation:

1. "Please help me.
2. "Lend me ten rupees.
3. "Don't give up.
5. "Give me your book, please.
7. "Don't forget me.
8. "Come again.
9. "Have some more.

B. Listen to the following sentences which are said with a rising intonation:

1. You like it?
2. "Like it?
3. "He doesn't want one?
4. There's been an accident?
5. They don't want to do it?
6. Surprised to see me?
7. Enjoyed the film?
8. Had enough?
9. "Want another?
10. You've finished?

C. Listen to the following sentences which are said with a rising intonation:

1. "That's all right.
2. "If you like.
3. "This will do.
4. "It doesn't matter.
5. I'm sorry.

Unit 44

A. Listen to the following dialogues:

1. A: I've left my pen at home. Can you lend me yours?
   B: "Here you are. "Don't forget to give it back.
   A: "When do you need it?
   B: Afternoon. I have to write a test.

2. A: You'd better hurry. The bus leaves in five minutes.
   B: Go on ahead. I'll catch you up.
   A: Shall I reserve you a seat?
   B: "Yes, please. I won't be long.

3. A: We ought to leave. The train arrives at ten thirty.
   B: It may be late. "Have you checked?
   A: Yes, I telephoned a few minutes ago. The train's on time.
   B: How long does it take to the station?
   A: About thirty minutes. But it depends on the traffic.
   B: There won't be much traffic at this time.
   A: You can't be sure. Are you ready?
   B: Yes. Let's go.
B. Listen to the following sentences which are said with a falling intonation. Note the point (↑) at which the voice is raised slightly in order to utter the next stressed syllable on a higher level tone than the preceding one.

1. The policeman on duty refused to let him in.
2. His appointment as leader was a great surprise to everyone.
3. Even the best students in the class didn't know the answer.
4. All of us are looking for an immediate solution to the problem.
5. The machine that we ordered was simply of no use at all.

C. Listen to the following sentences and note the intonation at the end of each clause:

1. My watch has stopped, so I don't know the time.
2. The president made a long speech, and everyone listened attentively.
3. We missed the last bus back to hostel, so we had to take an auto.
4. We went to the library, and stayed there all after noon.
5. It rained for several hours, and all the streets were flooded.
6. My uncle came for a week, but he stayed for a month.
7. I was expecting a letter from him, but it hasn't arrived.
8. She went home, had a bath, and went straight to bed.
9. I wanted to speak to you, so I rang you up, but your line was engaged.
10. I settled down to work, but the lights went out.

Unit 45

A. Listen to the following sentences in which the subordinate clause is said with a rising intonation and the main clause with a falling intonation:

1. When we went out, it was raining hard.
2. By the time we got to school, the rain had stopped.
3. If you can't understand me, I'll speak more slowly.
4. Just as I was having a bath, the telephone rang.
5. If you don't mind, I'd like you to do this again.
6. Since he couldn't get rid of his cough, he went to see a doctor.
7. Although we had checked the figures carefully, there were still several mistakes.
8. Not wishing to disturb her, he crept quietly out of the room.
9. Before we could explain, he flew into a temper.
10. If it weren't so expensive, I'd like one too.

B. Listen to the following sentences which are said with a falling intonation in the main clause and a rising intonation in the subordinate clause or phrase:

1. I'd prefer to stay at home, if you don't mind.
2. He doesn't come much before ten, as a rule.
3. She used to play here, several years ago.
4. It's too late to change it, I should think.
5. There are crocodiles in the river, so people say.
6. You won't be able to make it, unless someone helps you.
7. It's not the one I wanted, as a matter of fact.
8. I'd like another cup of tea, if there's any left.
9. We ought to leave now, if you're ready.
10. I don't have much time to read, except on Sundays.

C. Listen to the following sentences which are read aloud as a single unit each with a falling intonation. Note that, in each sentence, the main clause precedes the subordinate clause.

1. We waited as long as we could.
2. I saw him before he left.
3. He worked for the government until he retired.
4. Come and see me if you need anything.
5. Don't begin before I tell you.
6. Don't tell them unless they ask.
7. They'll do it if there is time.
8. I saw her just as she was arriving.
9. People left before the show was over.
10. The thief escaped before anyone could stop him.

Unit 46

A. Listen to the following questions in which the question word is said with a falling intonation and the last stressed syllable with a rising intonation:

1. What are you going to buy?
2. Which did you say you liked?
3. When does she want to leave?
4. Where did you put my keys?
5. Why did your friend refuse?
6. Did you enjoy the film?
7. Do you understand what I mean?
8. Have they had enough to eat?
9. Couldn't you be more patient?
10. Must you make so much noise?

B. Listen to the following dialogue between a teacher and his students. Note that the responses are said with a falling-rising intonation:

<table>
<thead>
<tr>
<th>Teacher's queries</th>
<th>Students' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You said you'd come on Tuesday.</td>
<td>Wednesday.</td>
</tr>
<tr>
<td>2. She ran all the way to class.</td>
<td>Walked.</td>
</tr>
<tr>
<td>3. He's going by bus.</td>
<td>Train.</td>
</tr>
<tr>
<td>4. She's gone to Delhi.</td>
<td>Mum bai.</td>
</tr>
<tr>
<td>5. You drink coffee, don't you?</td>
<td>Tea.</td>
</tr>
<tr>
<td>6. Most of them like him.</td>
<td>We don't.</td>
</tr>
<tr>
<td>7. Somebody's broken my pen.</td>
<td>I didn't do it.</td>
</tr>
</tbody>
</table>
9. I don’t want to stay. I do.
10. Will you be able to come? I think so.

A. Listen to the following sentences which are said with a falling-rising intonation:

1. I’m not going to deny it.
2. We don’t want to waste it.
3. You’ll have to be much more patient.
4. It wasn’t the first time.
5. I don’t think it is important.
6. You could have told me earlier.
7. It isn’t going to be easy.
8. I’d rather not make any promises.
9. It wasn’t what I wanted.
10. I’m not going to scold you.

**Question Tags**

Unit 47

A. Listen to the following sentences in which both the main statement and the question tag are said with a falling intonation:

1. It’s warm to day, isn’t it?
2. She’s late again, isn’t she?
3. We’ve run out of money, haven’t we?
4. You had a very busy day, didn’t you?
5. It’ll soon be over, won’t it?
6. You don’t like him, do you?
7. That drawer isn’t locked, is it?
8. He can’t come any earlier, can he?
9. There aren’t any extra tickets, are there?
10. She hasn’t made many mistakes, has she?

B. Listen to the following sentences in which the main statement is said with a falling intonation and the question tag with a rising intonation:

1. The last bus goes at ten, doesn’t it?
2. You’ll be able to come tomorrow, won’t you?
3. He’s promised to help, hasn’t he?
4. It’s more difficult than yesterday, isn’t it?
5. They built it quite easily, didn’t they?
6. You can’t lend me fifty rupees, can you?
7. She hasn’t written to you, has she?
8. It won’t cost more than ten rupees, will it?
9. You didn’t leave the light on, did you?
10. You’re not thinking of resigning, are you?
C. Listen to the following sentences:

1. The meeting’s at four O’clock, isn’t it?
2. There isn’t any change in the programme, is there?
3. There isn’t going to be a storm, is there?
4. You haven’t brushed to-day, have you?
5. The money’s in the safe, isn’t it?
6. You enjoyed watching the game, didn’t you?
7. It was easier this time, wasn’t it?
8. You’ll do your best, won’t you?
9. He hasn’t come back yet, has he?
10. You don’t mind if I go now, do you?

Dialogues

Unit 48

Listen to the following dialogues:

1. A: Would you like something to drink?
   B: Yes, a cup of coffee.
   A: With milk?
   B: No, black.
   A: Sugar?
   B: Yes, please. Two spoonfuls.
   A: Here you are. I haven’t stirred it.
   B: Thanks.

2. A: Cigarette?
   B: I don’t smoke, thanks.
   A: You used to, didn’t you?
   B: Yes, but I gave it up.
   A: Why?
   B: Too expensive, besides, they’re bad for health.

3. A: My watch’s stopped. What is the correct time?
   B: Eleven fifteen.
   A: Are you sure? I thought it was late.
   B: I checked my watch by the television.
   A: Does it keep good time?
   B: Yes, of course. It’s an excellent watch. It hardly ever goes wrong.

4. A: Have you read this Sheldon story?
   B: I really can’t remember. I’ve read so many of his. What is it about?
   A: It’s got a rather complicated plot in a big San Francisco hospital.
   B: I might as well borrow it. If I’ve read it, I’ll give it back to you tomorrow.
5. A: Your bicycle makes a lot of noise.
   B: Does it? I hadn't noticed.
   A: Perhaps it needs a little oil.
   B: You're probably right. I'll get my brother to see to it.
   A: I'll do it, if you like.
   B: Will you? Thank you very much.

   B: How long is it?
   A: Four pages.
   B: Is that all you've written?
   A: It's not the length that's important.
   B: I agree. But it's a big topic.
   A: When I first wrote it, it was much longer. Then I wrote it a second time, condensing some of the paragraphs.
   B: You've got in all the essential points, haven't you?
   A: I hope so. I've spent a lot of time on it.
   B: May I read it?
   A: If you like. But let me have it back tomorrow. I've to hand it in.
   B: I'll give it back first thing in the morning.

7. A: What's all that noise in the street?
   B: A couple of men are quarrelling.
   A: They're not fighting, are they?
   B: I don't think so, but I can't see very clearly. There's a crowd around them.
   A: I wish they'd go away. Why should they quarrel outside our gate?
   B: There's a policeman coming now. He'll soon stop them.

Unit 49

Listen to the following passages and mark the intonation:

1. Manoj arrived in good time for the interview. When he was shown into the waiting room, only one other candidate was there. Half an hour later, there were ten other men in the room. Some of them pretended to be reading, but most of them talked rather seriously.

   They were called in in alphabetical order. Manoj's name was seventh on the list. When his name was called, he walked smartly into the room.
Please sit down, said the Chairperson of the board in a friendly voice. Manoj sat down and faced the board.

They began asking him questions. First of all, they asked him about his career. He answered all their questions carefully.

Why do you want to change your job? asked the Chairperson. Aren’t you satisfied with your present one?

Manoj gave his reasons. The Chairperson and the members of the board nodded.

Well, I think that’s all, he said at last. We’ll write and let you know about the result of the interview. Thank you for coming.

The interview was over.

2. “Fire! Fire!”

What terrible words to hear when one wakes up in a strange house in the middle of the night. It was a large, old wooden house and my room was on the top floor. I jumped out of bed, opened the door and skipped into the passage. It was full of thick smoke.

I began to run but the floor was hot under my bare feet. I found an open door and ran into a room to get to the window. But before I could reach it, one of my feet caught in something soft and I fell. The thing I had fallen over felt like a bundle of clothes, and I picked it up to protect my face from the smoke and heat. Just then, the floor gave way under me and I crashed to the floor below with pieces of burning wood all around me.

I saw a flaming doorway in front of me, put the bundle over my face and ran. My feet burned terribly but I got through. As I reached the cold air outside, my bundle of clothes gave a thin cry. I nearly dropped it in my surprise.

Then I saw a crowd gathered in the street. A woman in a night-dress screamed as she saw me and came running towards me.

“My baby! My baby!” she cried. The crowd cheered wildly as she took the smoke-blackened bundle out of my arms. In an instant I became a hero.

Stress Shift

Unit 50

The stress pattern of a word generally remains constant. However, in connected speech, a word may lose the pitch prominence of its stressed syllable which it has in isolation. There are a few reasons for this phenomenon in which an unstressed syllable might receive the stress.
1. Sometimes, the stress is shifted to the unstressed syllable if a strongly stressed syllable follows in connected speech.

(e.g.) 'thirteen - 'thirteen 'students
full 'grown - 'full grown 'man
after'noon - 'afternoon 'tea

2. It sometimes happens that a word's stress pattern is influenced by the stress pattern of a similar word.

(e.g.) ap'ply - ap'licable (instead of 'applicable)
pre'fer - pre'ferable (preferable)
com'pare - com'parable ('comparable)
contri'bution - 'contribute (contribute)
distribu'tion - 'distribute (distribute)

3. In some words containing more than two syllable, there may be a tendency to avoid a succession of weak syllables (especially if these words have /ə/ or /u/).

(e.g.) 'exquisite - ex'quisite
integ'ral - in'tegral
met'alurgy - meta'llurgy
tele'vision - tele'vision
form'idable - for'midable

4. More commonly, the change in stress pattern is exhibited if the same word or its derivative is used in different forms.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Noun/Adjective</th>
<th>Verb</th>
<th>S.No.</th>
<th>Noun/Adjective</th>
<th>Verb</th>
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<td>1.</td>
<td>'absent</td>
<td>ab'sent</td>
<td>16.</td>
<td>'progress</td>
<td>pro'gress</td>
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<td>2.</td>
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<td>com'bine</td>
<td>17.</td>
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<td>3.</td>
<td>'compress</td>
<td>com'press</td>
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<td>4.</td>
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<td>con'cert</td>
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<td>'rebels</td>
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<td>5.</td>
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<td>con'duct</td>
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<td>'refuse</td>
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<td>6.</td>
<td>'consort</td>
<td>con'sort</td>
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<td>7.</td>
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<td>con'vict</td>
<td>22.</td>
<td>'survey</td>
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<td>8.</td>
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<td>ex'port</td>
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<td>'attribute</td>
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<td>fre'quent</td>
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<td>object</td>
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<td>'attribute</td>
<td>en'velope</td>
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<td>im'port</td>
<td>26.</td>
<td>'envelope</td>
<td>inter'change</td>
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<td>per'fect</td>
<td>27.</td>
<td>'compliment</td>
<td>comple'ment</td>
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<td>13.</td>
<td>'permit</td>
<td>per'mit</td>
<td>28.</td>
<td>'compliment</td>
<td>supple'ment</td>
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<td>pre'sent</td>
<td>29.</td>
<td>'supplement</td>
<td>pro'ceeds</td>
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<td>15.</td>
<td>'produce</td>
<td>pro'duce</td>
<td>30.</td>
<td>'proceeds</td>
<td>pro'ceeds</td>
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</tbody>
</table>

5. More often than not, the context decides the prominence of one or more words in an utterance, over the other stressed words in it. Attitudes of the speaker and the listener, situational needs and emotional aspects are the environmental factors which decide this kind of prominence.
My friend Raju rushed to the railway station. (not to the bus station)
My friend Raju rushed to the railway station. (did not walk casually)
My friend, Raju rushed to the railway station. (among my friends it was Raju)
My friend, Raju rushed to the railway station. (among the boys of similar name, it was my friend)

6. In some contexts, even the normally unstressed syllables receive stress in order to gain prominence over other words.

(e.g.) Mala is here on time. (the habitual late-comer is punctual today)
This is the solution. (the only solution to the problem, there is no alternative to it)

Section B
Conversations

Unit 1
Listen to the following conversation and answer the questions that follow selecting the right option from among the responses provided:

Transcript of the pre-recorded conversation:

Man : Excuse me, I am an old friend of Mrs. Gopal. And yourself?
Lady : I am her niece.
Man : Do you live in Chennai?
Lady : I’m afraid no. I am on a visit to Chennai.
Man : Chennai is getting hat, isn’t it?
Lady : Yes, it is. Is the summer like this every year here?
Man : It is the same year after year, I should say. But this year is worse in another way........
Lady : In what way?
Man : Shortage of drinking water........
Lady : Yes, I did read about it in the newspapers. But isn’t the government doing anything about it?
Man : Well, the Government has brought in the Krishna waters to the city. In spite of it........

(Now, Mrs. Gopal walks in)
Mrs. Gopal : Hello Kumar, what a surprise to see you here! Haven’t seen you for ages.
Kumar : Well, I’ve just come back from Mumbai where I stayed for three long months.
Mrs. Gopal : Yes, I know it. By the way, have you introduced yourselves to each other?
Kumar : I’m afraid not! We’ve just been talking about the water shortage......
Mrs. Gopal : Well, Kumar, meet my niece Sumathi. She’s a doctor at Bangalore. And Sumathi, this is Mr. Kumar, an engineer in Larsen and Toubro.
Kumar : How do you do Miss Sumathi? Didn’t know you are a doctor!
Sumathi : How do you do Mr. Kumar? I’m glad that you are an engineer.
Comprehension Questions:

1. The conversation took place in ______________.
   a. Mumbai
   b. Chennai
   c. Bangalore
   d. Mangalore

1. Mrs. Gopal's niece is ________________.
   b. a doctor
   c. an engineer
   d. a student
   e. an old woman

3. Kumar and Sumathi talked about ________________.
   c. Mrs. Gopal's absence.
   d. their jobs
   e. the water shortage
   f. the newspapers

4. The conversation took place in the season of ____________.
   d. summer
   e. winter
   f. autumn
   g. spring

5. This conversation takes place in ________________.
   e. Mr. Kumar's house.
   f. Mrs. Gopal's house.
   g. in a clinic
   h. in an office

Unit 2

Listen to the following dialogue and answer the questions that follow selecting the right option from among the responses provided:

Transcript of the pre-recorded dialogue:

Mother : Mala, I've come up to talk to you while you're getting ready. Who's going to be at the party?
Mala : I don't know, Mummy.
Mother: Will you enjoy it?
Mala : I hope so.
Mother: Can I help you?
Mala : No, thanks.
Mother: You've got only five minutes.
Mala : Yes, I know.
Mother: Will Sheela be there?
Mala : No.
Mother: Why not?
Mala : Because the people giving the party don't know her.
Mother: That's funny. I wonder why they don't. Isn't that funny, Mala, their not knowing Sheela?
Mala : Why?
Mother: Well, because it is. Why don't you introduce her to them? They'd like her. I've always liked Sheela. What are you rubbing on?
Mala : Ponds cream, Ma.
Mother: I'm glad I don't have to do all that.
Mala : You use powder.
Mother: I don't bother with all that rubbish. My powder only blows off anyway. I like that dress. It suits you.
Mala : Yes, thank you, Mummy. I'm ready now, good-bye.
Mother: Enjoy yourself. Good-bye.

Comprehension Questions:

1. The girl in the conversation was getting herself ready to ____________
   a. go to school
   b. go for a movie
   c. go on a tour
   d. go for a party

2. The conversation took place between ____________
   b. two friends.
   c. a mother and her daughter
   d. a teacher and her student
   e. Mala and Sheela

3. The girl was rubbing ____________ on her face.
   c. powder
   d. scent
   e. cream
   f. oil

4. Sheela would not attend the party because ____________
   d. the hosts had not invited her
   e. the hosts did not know her
   f. the hosts did not like her
   g. she was sick

5. Mala's mother ____________
   e. dislikes Sheela.
   f. likes Sheela.
   g. has a hatred towards Sheela.
   h. doesn't know Sheela.
Unit 3

News Bulletin

Listen to the following news bulletin and answer the questions that follow:

Transcript of the news bulletin:

This is All India Radio. This news bulletin is read by ................!

First, the headlines:

# The National Conference swept back to power in Jammu and Kashmir.
# Two scientists, a Swiss and an Australian, win the 1996 Nobel Prize for Medicine.
# South Africa wins the final match of the four-nation cricket tournament at Nairobi.

Now, the news in detail:

The National Conference, led by Dr. Farooq Abdullah, swept back to power in Jammu and Kashmir with a landslide victory. With results of all but six of the 87 Assembly seats available today, the National Conference has secured 54. The architect of its triumph, Dr. Abdullah is set to return to the helms of affairs for the fourth time. The National Conference needs four more seats to reach the magic figure of 58 for two-thirds majority.

Two scientists, a Swiss and an Australian, share the 1996 Nobel Medicine Prize for discoveries made on how the body detects virus-infected cells. The winners are Mr. Peter Doherty, 55, born in Australia and now working at the University of Tennessee in Memphis and Mr. Rolf Zinkernagel, 52, Swiss-born and now working at the University of Zurich. The two men will share 1.2 million dollars as their prize.

This is All India Radio giving you the news.

Cricket:

A crucial century by opener Gary Kirsten steered South Africa to a seven-wicket victory over Pakistan today in the final match of the four nation tournament at the Nairobi Gymkhana grounds. South Africa achieved the target of 204 in 39.2 overs. Kirsten’s century came off 114 balls and included 14 boundaries. Kenya and Sri Lanka were the other teams in the tournament.

The headlines, once again:

# The National Conference swept back to power in Jammu and Kashmir.
# Two scientists, a Swiss and an Australian, win the 1996 Nobel Prize for Medicine.
# South Africa wins the final match of the four-nation cricket tournament at Nairobi.

That’s all for today’s news. Have a good day.
Comprehension Questions:

1. The news bulletin was broadcast from the _______ station of All India Radio.
   a. Chennai  
   b. Mumbai  
   c. New Delhi  
   d. Sri Nagar

2. In Jammu and Kashmir, Dr. Abdullah’s National Conference
   b. has won the assembly election  
   c. has lost the assembly election  
   d. has got the two-thirds majority  
   e. has secured 87 assembly seats

3. The Nobel Prize awarded to the two scientists is in the discipline of
   c. bio-chemistry  
   d. medicine  
   e. biology  
   f. literature

4. The runner-up in the four-nation cricket tournament was
   d. Kenya  
   e. Sri Lanka  
   f. South Africa  
   g. Pakistan

5. From the news bulletin, we know that Kristen is a ____________
   e. skipper  
   f. bowler  
   g. opening bowler  
   h. batsman
A Short Talk

Listen to the following talk and then answer the questions which follow:

Transcript of the pre-recorded talk:

My dear friends!

Good morning. I am going to tell you, today, how to get rid of your problems and be happy in your everyday life.

Life for most people would be happy if they could overcome worry. If by some miracle, one could be assured that he or she need never worry again, it would seem like an altogether new world.

One of the first things we must do in learning the art of living is to have a funeral service. There is a certain old fellow who should be buried under six feet on earth, with no monument to do him honour. Possibly he is sitting by your side as you listen to me. Look around and see if he is there. I am referring to Old Man Worry. What a character he is! Just look at him and study him well. Perhaps you have never really scrutinized him before.

There he sits with wrinkled brows, thin lips and sharp, bloodless features. He has sunken cheeks and an anxious look in his deep-set eyes. He is a cadaverous old fellow with icy fingers and a cold, clammy breath. He is sitting there with you even though he knows how you hate him.

You have allowed him to think he is your master, and he exercises his authority to the full. After a while you will go to bed and the old fellow will shamble into your bedroom with you. He will sit there and keep you awake for a long time, and after a troubled sleep, when you are awake in the morning, the first thing to greet you will the sardonic face of Old Man Worry.

When you go to your school or office, to a shop or to the fields, he will go along with you. All day long he will be your constant companion. Perhaps when evening comes, you will go out with friends and will manage to forget him for sometime. But just when you are becoming light-hearted and gay, suddenly you will feel a cold breath and looking around, will see him. Old Man Worry, at your elbow.

Something must be done about this old character, if you are to live and be happy.

Comprehension Questions:

1. The lecture was about ________________.
   a. an old man
   b. an old man and his worries
   c. worry which is the root-cause of our sadness
   d. how to become a rich and happy man
2. The lecturer asked his listeners to ______________.
   b. bury their neighbour
c. love their neighbour
d. look around for a possible enemy
e. stop worrying

3. In this lecture, worry is personified as ____________.
   c. an old man
d. a constant companion
e. a master of every man
f. an unwanted guest

4. The appearance of the Old Man, according to the lecturer, is ____________.
   d. ugly
e. charming
f. gloomy
g. joyful

5. The lecturer wants his listeners to be ____________.
   c. optimists
d. pessimists
f. intelligent people
g. happy and gay

Section C
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.