APPENDIX 2(1)

Prerequisite Skills Test

Name --------------------- Number------------------- Class & Section ---------------------
College---------------------

1. Read each question carefully and write your answer in the given space.

1. Classify the following into consonants and vowels,
   a, s, i, g, p, u, n, c, o, k,
   a. Consonants -------------- b. vowels -------------- 0.5x9 = 4.5 Marks

2. Give the number of syllables in the following words and underline the stress syllables.

<table>
<thead>
<tr>
<th>Number of Syllables</th>
<th>Stress Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Elect</td>
<td></td>
</tr>
<tr>
<td>b. Certain</td>
<td></td>
</tr>
<tr>
<td>c. Offer</td>
<td></td>
</tr>
<tr>
<td>d. Business</td>
<td></td>
</tr>
<tr>
<td>e. accident</td>
<td></td>
</tr>
</tbody>
</table>

0.5x10 = 5 Marks

3. What is a noun?

1 Mark

4. What is a pronoun?

1 Mark

5. Give pronoun for the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somchai</td>
<td></td>
</tr>
<tr>
<td>Somsri</td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
</tr>
</tbody>
</table>

0.5x4 = 2 Marks

6. Pick out the subjects and specify their numbers and persons

<table>
<thead>
<tr>
<th>Subject (i)</th>
<th>Number (ii)</th>
<th>Person (iii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. He is strong.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. We are dancers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. You are pretty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I am fine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. She drink milk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. They ride bicycles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. People speak English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Somchai and Somsri swim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0.5x24 = 12 Marks

7. What is a verb?

1 Mark

8. Pick out the verb in the following sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. She is clever</td>
<td>a</td>
</tr>
<tr>
<td>b. They are running</td>
<td>b</td>
</tr>
</tbody>
</table>

1
Lesson IX

Production Test (Intonation)
Answer these questions.
1. Did Judy like the room?
2. What did she like about it?
3. List the good things about the room.
4. Which animal is not allowed upstairs?
5. Smoking is not allowed in ________.
   a. bed room
   b. kitchen
   c. the lawn
   d. anywhere
6. What instructions are given by the land lady about sticking the picture?
7. Where should the kettle be kept while it doesn't use? Why?
8. What should Judy do before going out of the room?
9. What does she think about the conditions laid down by the land lady?
10. Will she take the room on rent?

Lesson X

Production Test (Intonation)
Answer these questions.
1. What is Elderhostel?
   a. A college program taught by retired professors.
   b. A summer program for senior citizens.
   c. An educational program for older adult students.
   d. A travel program that includes inexpensive dormitory accommodations.
2. Which of these statements is true of Elderhostel?
   a. The courses are offered for credit.
   b. There are no final exams.
   c. Anyone may participate.
   d. College faculty teach the classes.
3. Which of the people would most probably be enrolled in an Elderhostel program?
   a. There is a teenager in the picture.
   b. There is an international student in the picture.
   c. There is a senior citizen in the picture.
   d. There is a preschooler in the picture.
4. What should you do if you are interested in finding out more about Elderhostel?
   a. Write the national office.
   b. Call your local college.
   c. Listen to the radio station.
   d. Attend an Elderhostel meeting.
5. When did the original Elderhostel program initiate? How long did the original one take?
6. In which area have the host institutions expanded in regards to Elderhostel?
7. What are the distinguishing points of Elderhostel?
8. What activities do the student usually do in this program?
9. What is the rate of registration fees of Elderhostel? Do the registration fees include books and transportation?
10. What is the advantage of the students from Elderhostel?
APPENDIX 2 (iii)

CRITERION POST-TEST

NAME ........................................... CLASS& SECTION

COLLEGE ........................................

A) Make the stress with the correct accentuation by using vertical bar (’)

1. action 11. about
2. advance 12. better
3. certain 13. begin
4. collect 14. common
5. early 15. decide
6. except 16. either
7. hotel 17. glory
8. insect 18. omit
9. reflect 19. jealous
10. succeed 20. knowledge

B) Place the stress on the appropriate syllables of the words underlined while reading them.

21. We want to increase the size of this library.
22. He was not present at the meeting.
23. We produce a lot of tea in this country.
24. We have placed on record our appreciation of his services.
25. There has been a rapid increase of population in this country.
26. What subjects have you taken for B.A.?
27. What shall we present him on his retirement?
28. We're going to record your speech.
29. Don't subject yourself to this kind of pressure.
30. He's a frequent visitor to our hostel.

C) Put the primary accent on the correct syllables of the following words with the vertical bar (’)

31. comfortable 41. dangerous
32. condition 42. industry
33. example 43. mechanism
34. family 44. telephone
35. personnel 45. photograph
36. development 46. engineer
37. accident 47. questionnaire
38. quality 48. decision
39. library 49. electrician
40. operate 50. application

D) Mark ✓ in front of the correct accented words.

51. librarian 56. attempt
52. useful 57. yellow
E) Underline the accented syllables in each sentence. Students must underline only single syllables, not whole words if they contain more than one syllable.

61. I can't agree.
62. He invited us to stay.
63. Everyone agreed.
64. I'll try to improve.
65. Return them tomorrow.
66. He drank a glass of milk.
67. Don't be a fool.
68. Answer the phone.
69. Deliver these at once.
70. I'm accepting your proposal.
71. I think I've lost the address.
72. I can't remember him.
73. Leave her alone.
74. What have you forgotten.
75. I'm collecting it myself.
76. Turn off the light
77. I'm sending you an advance.
78. The teacher was angry.
79. We think he's right.
80. Do it yourself.

F) Put the appropriate intonation mark before the tonic syllable.

81. impossible 82. certainly 83. really 84. tomorrow 85. ready 86. now 87. correct 88. realise 89. tired 90. Complete

G) Put the appropriate intonation mark before the nucleus

91. a) Would you like some tea?
   b) I'd rather have coffee.
92. a) They seem to think he's a thief.
   b) I don't think he is.
93. a) Did you enjoy the film?
   b) Parts of it were all right.
94. a) You are in the office in the morning, aren't you?
   b) Well I'm usually there.
95. a) But she's teaching all day.
   b) Only in the morning.
H) Leaving a message

Fiona: Hello.
Stuart: Hello.
Fiona: Oh, is that Stuart?
Stuart: Yes.
Fiona: Hello Stuart, it's Fiona.
Stuart: Oh, Hi Fiona.
Fiona: Hi. Erm... is Judy there by chance?
Stuart: No, I'm sorry she's just popped out to the shops.
Fiona: Oh dear. Erm... could you possibly leave a message?
Stuart: Yes. Yes. Just a second, let me get a piece... bit of paper.
Fiona: Thank you.
Stuart: OK.
Fiona: Er... The thing is we've arranged to play tennis this afternoon (Mm-mm) at 3 o'clock (Yes)... erm... but I've got a problem because the string on my racquet's broken (Mm-mm) but I think that Judy's got an extra racquet (Yes I think she has) and so I was wondering if you could ask her to bring the extra one along.
Stuart: Yes. OK. I'll do that.
Fiona: OK. And... er... oh yes one other thing. She borrowed a book from me (Mm) and I think she's probably forgotten all about it. I wonder if you could possibly remind her to bring that along well.
Stuart: She knows what it is, does she?
Fiona: Yes, yes. It's a novel.
Stuart: Yes. OK. So bring extra racquet and... er... the book that she borrowed.
Fiona: That's right. (OK) 3 o'clock.
Stuart: I'll tell her.
Fiona: Thank you very much, Stu.
Stuart: OK. Cheerio
Fiona: Bye
Stuart: Bye

Answer these questions

96. Who did Fiona want to speak to?
97. Who answered the phone?
98. Did Judy talk with Fiona? Where had she gone?
99. Why did Fiona need extra racquet?
100. How does Fiona propose to solve the problem?
101. What was the program at 3 o'clock?
102. What had Judy borrowed from Fiona?
103. What point in the conversation shows that Stuart noted down the message?
104. Do you think Judy will receive the message?
105. List the requests for Judy to do.

1) Find out the house rules.

Judy: Well it's a lovely room. It's quite a nice size.
Landlady: Oh yes. It's a good-sized room and it's well-furnished
Judy: Yes. Yes I can see that. Erm ... is there anything that I should know?
Landlady: Well, I don't allow the cat to go upstairs at all.
Judy: Oh? Not at all.
Landlady: No, absolutely not. I don't like cats upstairs (Oh right). And I don't allow people to smoke in bedroom.
Judy: Oh no, no I agree with that. I don't smoke anyway.
Landlady: And ... erm ... I don't allow people to stick pictures up on the walls with sellotape (Oh?) Well you see, when you take the picture down the sellotape leaves ... erm ... a mark on the paper.
Judy: Oh I see. Can I use blu-tack or something?
Landlady: Oh yes. Something like that (Oh right) is quite acceptable. (Lovely) and there are just two more things (Oh) if you don't mind. (Yes) If you go out, would you please remember to close the window.
Judy: Right. I'll do that.
Landlady: And there's the kettle here, as you can see (Yes) but when you boil the kettle could you please put it on the floor and not on the chest of drawers?
Judy: Oh I see. Does it make a mark or something?
Landlady: Yes it would probably leave a mark.
Judy: Oh right, I'll do that then.
Landlady: Is ... is that all right?
Judy: Well it sounds very fair. Thank you very much.
Landlady: Yes all right. (OK) Good.

Answer these questions.

106. Did Judy like the room?

107. What did she like about it?

108. List the good things about the room.

109. Which animal is not allowed upstairs?

110. Smoking is not allowed in --------.
   e. bedroom
   f. kitchen
   g. the lawn
   h. anywhere

111. What instructions are given by the land lady about sticking the picture?
112. Where should the kettle be kept while it doesn't use? Why? 

113. What should Judy do before going out of the room? 

114. What does she think about the conditions laid down by the land lady? 

115. Will she take the room on rent? 

J) A guest speaker has been invited to talk about adult education. Listen to the beginning of the talk. 

One of the most successful educational programs for adults is the Elderhostel designed for students over the age of sixty. Initiated in 1975 by five colleges in New Hampshire, Elderhostel was originally a one-week summer program for senior citizens combining travel and college residence with enrichment courses. The concept has been so popular that it has grown rapidly to include a network of more than three hundred colleges and universities in all fifty states. Host institutions have expanded to include museums, parks, and other outdoor centers as well as traditional college campuses, and one, two, or three-week programs are now available year-round. Although courses are not offered for credit, and no exams are required, the classes are taught by highly qualified faculty at the host college. 

Let me write Elderhostel on the board for you. Elderhostel. 

To date, hundreds of thousands of students from sixty to one hundred years old have participated in Elderhostel. Students usually live in dormitories, eat in cafeterias, and attend social, recreational, and cultural functions. All services available to students during the academic year are offered to Elderhostel students. Registration fees vary from as little as twenty dollars to as much as three hundred dollars, excluding books and transportation to the campus or community site. For many senior citizens, Elderhostel offers the opportunity for lifelong learning, companionship, and fun. 

If you know someone sixty years older and you think they might enjoy learning, call your local college. There is probably an Elderhostel program right in your community. 

Answer these questions. 

116. What is Elderhostel? 
   e. A college program taught by retired professors. 
   f. A summer program for senior citizens. 
   g. An educational program for older adult students. 
   h. A travel program that includes inexpensive dormitory accommodations. 

117. Which of these statements is true of Elderhostel? 
   e. The courses are offered for credit. 
   f. There are no final exams. 
   g. Anyone may participate. 
   h. College faculty teach the classes. 

118. Which of the people would most probably be enrolled in an Elderhostel program? 
   e. There is a teenager in the picture. 
   f. There is an international student in the picture. 
   g. There is a senior citizen in the picture. 
   h. There is a preschooler in the picture.
119. What should you do if you are interested in finding out more about Elderhostel?
   e. Write the national office.
   f. Call your local college.
   g. Listen to the radio station.
   h. Attend an Elderhostel meeting.

120. When did the original Elderhostel program initiate?

121. Which area have the host institutions expanded in regards to Elderhostel?

122. What are the distinguishing points of Elderhostel?

123. What activities do the student usually do in this program?

124. What is the rate of registration fees of Elderhostel?

125. What is the advantage of the students from Elderhostel?
# APPENDIX 2 (IV)

## ENGLISH SELF EFFICACY SCALE

**NAME** .................................................. **CLASS & SECTION** ..........................................

**COLLEGE** .............................................

**Direction:** The following statements are meant to assess your English self efficacy. Please use check mark (✓) to respond what you actually believe about your ability as appropriate in the blank behind each item.

<table>
<thead>
<tr>
<th>No.</th>
<th>Condition</th>
<th>Yes</th>
<th>Uncertain</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can never excel in English, even if I work hard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>With little effort, I can accomplish my goals, as far as English is concerned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I cannot stick to my aims and accomplish my goals of learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>English can never easy for me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I can pass English tests only if I put in lot of extra effort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I can easily get above ninety percent marks in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can never master English language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I can rely on my coping abilities as far as learning English language is concerned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I can never be at ease during English examination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I can not always manage to solve problems faced while learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I cannot maintain my interest during English period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I can never feel comfortable when English teacher asks questions in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I cannot do English home work without help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can easily learn to converse in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I can never be comfortable with people who speak English rather than Thai.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

[xiii]
<table>
<thead>
<tr>
<th>No.</th>
<th>Condition</th>
<th>Yes</th>
<th>Uncertain</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>I can easily accept the challenge when it comes to learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I cannot participate in activities which involve interaction in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I cannot interact confidently with people who speak English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I cannot think of career which requires knowledge of English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I can never adjust in environments where English is the language for communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>With planned efforts I can achieve my targets in learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I cannot interact in English with people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I cannot cope with English language course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I cannot persist if I face difficulties in learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I can solve problems in English language learning by putting in required effort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I cannot do what it takes to succeed in learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I cannot find solutions to my problems in learning English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>At school teachers can expect me to score high in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I am afraid, I cannot learn English because of defective teaching methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>By improving my study habits, I can learn English better.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I can easily get depressed if I fail to score as per my expectations in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I cannot remain calm before English exams.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(* The items with asterisks should be scored in reverse)

** THANK YOU VERY MUCH **
APPENDIX 2(V)

REVISED STUDY PROCESS
QUESTIONNAIRE

NAME ------------------------------------ CLASS & SECTION -------------------

COLLEGE ---------------------------------

**Direction:** This questionnaire has a number of questions about your attitudes towards your studies and your usual way of studying. Please use check mark (✓) to fill in the appropriate blank behind each item. The letters in the blank stand for the following response.

A - This item is never or only rarely true of me
B - This item is sometimes true of me.
C - This item is true of me about half the time
D - This item is frequently true of me.
E - This item is always or almost always true of me.

There is no right way of studying. It depends on what suits your own style and the course you are studying. It is accordingly important that you answer each question as honestly as you can. If you think your answer to a question would depend on the subject being studied, give the answer that would apply to the subject most important to you. Do not spend a long time on each item: your first reaction is probably the best one. Your answers are CONFIDENTIAL.

*Thank you for your cooperation*
<table>
<thead>
<tr>
<th>No</th>
<th>CONDITION</th>
<th>Level of opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find that at times studying gives me feeling of deep personal satisfaction.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My aim is to pass the course while doing as little work as possible.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I only study seriously what’s given out in class or in the course outline.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel that virtually any topic can be highly interesting once I get into it.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I find most new topics interesting and often spend extra time trying to obtain more information about them.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I do not find my course very interesting so I keep my work to the minimum.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I learn something by rote, going over and over them until I know them by heart even if I do not understand them.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I find that studying academic topics can at times be as excited a good novel or movie.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I test myself on important topics until I understand them completely.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I find I can get by in most assessments by memorising key sections rather than trying to understand them.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I work hard at my studies because I find the material interesting.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I believe that lecturers should not expected students to spend significant amount of time studying material everyone knows won’t be examined.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I come to most classes with questions in mind that I want answering.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I make a point of looking at most of the suggested readings that go with the lectures.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I see no point in learning material which is not likely to be in the examination.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I find the best way to pass examinations is to try to remember answer to likely questions.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2 (VI)

Frequency Distribution of scores for calculating Reliability of Criterion Test

<table>
<thead>
<tr>
<th>Scores</th>
<th>x</th>
<th>f</th>
<th>fx</th>
<th>x</th>
<th>fx</th>
<th>̄x²</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-110</td>
<td>105.5</td>
<td>3</td>
<td>316.5</td>
<td>34.67</td>
<td>104.01</td>
<td>3696.02</td>
</tr>
<tr>
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<td>286.5</td>
<td>24.67</td>
<td>74.01</td>
<td>1825.82</td>
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<td>14.67</td>
<td>88.02</td>
<td>1291.25</td>
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<td>18.68</td>
<td>87.23</td>
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<td>196.5</td>
<td>-5.33</td>
<td>15.99</td>
<td>85.22</td>
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<tr>
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<td>-15.33</td>
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<td>940.03</td>
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<td>101.32</td>
<td>126.65</td>
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<tr>
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<td>3</td>
<td>106.5</td>
<td>-35.33</td>
<td>105.99</td>
<td>3744.62</td>
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<tr>
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<td>2125</td>
<td></td>
<td>596.34</td>
<td>11706.84</td>
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<td></td>
</tr>
</tbody>
</table>

\[ M = \frac{\sum fx}{N} \]

\[ N = 70.83 \]

\[ SD = \sqrt{\frac{\sum fx^2}{N}} \]

\[ N = 19.75 \]

\[ r = 1 - \frac{M(K-M)}{K(S)^2} \]

\[ K(S)^2 = \frac{1 - 0.082}{130(s)^2} \]

\[ = 0.918 \]
APPENDIX 2 (VII)

• LESSONS FOR LANGUAGE LABORATORY

TOPIC WORD ACCENT

LESSON 1 TWO-SYLLABLE WORDS

Introduction

Word accent is an essential part of word shape. Every word in English, for example, has a certain characteristics accentual patterns shared by the speaker and the listener alike. To learn the pronunciation of an English word, it is absolutely necessary to learn its accentual pattern, apart from the vowel and consonant sounds constituting it. Wrong accentuation may deform a word beyond recognition and impair its intelligibility in a very serious way.

In words of more than one syllable, one syllable or occasionally two syllables stand out from the remainder. The syllable or syllables which stand out, or are prominent, are said to be accented, or to receive the accent. For instance, in the English words pro-mi-nent and per-ceive, the first and second syllables respectively are accented.

• Words with the accent on the 1st syllable

Each of the following words has two syllables. The first syllable in each word is more prominent than the second. Hence the accent is said to be on the first syllable. The second syllable is said to be unaccented.

• Words for practice:

1. 'action 11. 'follow 21. 'offer
2. 'answer 12. 'garden 22. 'people
3. 'better 13. 'golden 23. 'question
4. 'body 14. 'human 24. 'reason
5. 'common 15. 'insect 25. 'system
6. 'country 16. 'journey 26. 'ticket
7. 'different 17. 'knowledge 27. 'useful
8. 'doctor 18. 'letter 28. 'very
9. 'every 19. 'moment 29. 'welcome
10. 'English 20. 'nature 30. 'yellow

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Note: You may have noticed that the words in the above lists contain all the vowels except /a/.

In the first syllable /a/ never occurs in an accented syllable. Note also that the second syllable of all these words has a weak vowel. The weak vowel are /æ/, /ʌ/ and /i/. Of these /i/ and /ʌ/ are found to occur in both accented and unaccented syllables. But /æ/ always occurs only in unaccented syllables.

- **Unaccented Word Endings.**
  - Words ending in -er, the vowel in the last syllable is pronounced /æ/ which occurs in unaccented syllables.
    'better 'weather  'worker
  - Words ending in -ar are also pronounced with /æ/ and never accented.
    'sugar  'circular  'popular
  - Words ending in -ur, -or, -our, -re are also pronounced /æ/.
    'humour  'colour  'motor
    'error  'centre  'theater

- **Words with the accent on the 2\textsuperscript{nd} syllables**
  
  - **Unstressed Prefixes**
    - Prefix a- is pronounced as /ɑ/ and is invariably unaccented.
      a'bout  a'cross  ad'dress
      a'fraid  a'gain  ap'ply
      a'round  a'void  a'way
    - Words which begin with unstressed prefixes be-,de-,pre-,re-,se-,are pronounced with /i/ or /ɪ/.
      be'cause  be'tween  de'cide
      de'lay  pre'pare  pre'vent
      re'port  re'peat  se'cret
    - Prefixes e-, em-, en-, ex- are pronounced with /i/ when these are unaccented. These prefixes pronounced with a weak vowel are never

xix
stressed.

e'lect   e'vent   ef'fect
em'ploy   en'joy   ex'plain

-Unstressed prefixes pro-, col-, com-, con-, cor- and su- are pronounced with the weak vowel /ə/.

pro'tect pro'vide col'lect
com'bine con'cern con'nect
cor'rect suc'ceed sup'port

• Word for practice

1. a'bove 11. en'gage 21. o' bey
2. a'go 12. e'nough 22. ob'ject
3. be'come 13. es'cape 23. per'mit
4. be'lieve 14. ex'press 24. pos'ses
5. com'pare 15. for'get 25. pre'serve
6. com'mand 16. ho'tel 26. re'mind
7. con'trol 17. im'prove 27. to'day
8. de'pend 18. in'clude 28. un'less
9. des'troy 19. ma'chine 29. u'pon
10. dis'cuss 20. mis'take 30. wi'thin

Note: the unaccented prefixes in the above lists of words have the weak vowels /ə/ or /ˌə/.

Ear Training

The students listen to each word twice and the students have to say whether the accent is on the first or second syllable.

1. always 11. increase
2. around 12. judgement
3. believe 13. neglect
4. city 14. observe
5. contain 15. offer
6. declare 16. perhaps
7. enough 17. rather

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Production Test

This is a test of the production of correct accentual pattern. Students have to make the stress and say these words with the correct accentuation.

1. about
2. arrange
3. business
4. certain
5. complete
6. defence
7. explain
8. forget
9. hotel
10. husband
11. instead
12. machine
13. mistake
14. object(v)
15. prepare
16. propose
17. reduce
18. succeed
19. suggest
20. wisdom

LESSON 2
FUNCTIONAL ACCENT IN WORDS

The accentual pattern of a number of English disyllabic words depends upon their grammatical function. If the words are used as nouns or adjectives, the accent is on the first syllable and if these are used as verbs, the accent is on the second syllable.

It is to be remembered, however, that not all disyllable words can be used as nouns and verbs undergo such a shift in the accented syllable. There are words like 'limit, 'order, re'mark, 'visit, ad'dress, ac'count, 'answer, 'copy, 'telephone, etc. which are accented on the same syllable whether they are used as nouns or as verbs.
Sometimes variations in word accent in English are associated with the morphological structure of words (i.e. the way words are constituted from their stems, prefixes, and suffixes). Accent shifts from the first syllable to the second, the third, or the fourth syllable as longer words are derived from smaller words, or as, to put it differently, words change their grammatical forms.

Given below is a list of grammatically related words with the primary accent marked on each word:
Primary Accent on

<table>
<thead>
<tr>
<th>First syllable</th>
<th>Second syllable</th>
<th>Third syllable</th>
<th>Fourth syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>'democrat</td>
<td>de'mocracy</td>
<td>demo'cratic</td>
<td></td>
</tr>
<tr>
<td>'diplomat</td>
<td>di'plomacy</td>
<td>diplo'matic</td>
<td></td>
</tr>
<tr>
<td>'politics</td>
<td>po'litical</td>
<td>poli'tician</td>
<td></td>
</tr>
<tr>
<td>'photograph</td>
<td>photo'tographer</td>
<td>photo'graphic/al</td>
<td></td>
</tr>
<tr>
<td>'mechanism</td>
<td>me'chanical</td>
<td>mecha'nician</td>
<td>mechan'i'zation</td>
</tr>
<tr>
<td>'family</td>
<td>fa'miliar</td>
<td>famili'arity</td>
<td></td>
</tr>
<tr>
<td>'telephone</td>
<td>te'lephony</td>
<td>tele'phonic</td>
<td></td>
</tr>
</tbody>
</table>

Exercise-1

In this exercise, practice is given in using ten of the above words according to their function in sentences. In each sentence, the student will find some accent marks (' ) and the teacher plays the tape for each sentence in turn. Students repeat, taking special care to put the accent on the correct syllable of the word and to make the tonic syllable clearly more prominent than all the other syllables in the sentences.

A. Present (v) - pre'sent (accented on second syllable)
1. 'Please pre'sent your ' case.
2. The 'Dean will pre'sent the 'graduates to the ' Chancellor.
3. 'Please pre'sent your self at 'nine o' clock.
4. We'll pre'sent 'vase to the 'outgoing ' Principal.

B. Present (adj.) - 'present (accented on the first syllable)
5. 'What is the 'present po'sition?
6. 'Who is the 'present di'rector?
7. He was 'present at the 'lecture.

C. Present (n) - 'present (accented on the first syllable)
8. He's 'busy at 'present.
9. I have 'no sug'estion to 'make for the 'present.
10. I 'sent him a 'birthday ' present.
Exercise-2

Note the stress pattern in the following sentences and repeat these sentences in which they are used by labeling the grammatical function of the underlined words.
1. 'Make sure our 'sales 'don't de'crease.
2. Our 'sales have 'shown a 'decrease, recently.
3. 'Why did you de'cide to de'sert your 'family?
4. The Sa'hara is the 'world's 'largest 'desert.
5. He's 'trying to in'crease his 'wealth.
6. The 'increase in 'food pro'duction is en'couraging.
7. 'Why did you in'sult me ?
8. I 'take that as an 'insult.
9. I re'fuse to 'go to the 'party.
10. You have 'turned the 'street into a 'refuse dump.
11. Don' sub'ject yourself to bad 'influences.
12. 'What is the 'subject for 'next week's de'bate?
13. We are 'no longer 'subject to 'foreign 'rule.
14. We 'ought to pro'duce more 'food.
15. Agri'cultural 'produce is 'brought here from 'village.
16. The 'patient didn't pro'gress as we ex'pected.
17. Our 'progress on the 'journey was very 'slow.
18. We should 'like to re'cord this 'programme.
19. There's a 'record of it in the 'library.
20. I must ob'ject to this pro'posal.
21. 'Look at that 'distant 'object.

ProductionTest

Place the stress on the appropriate syllables of the words underlined while reading them.
1. We want to in'crease the size of this library.
2. He was not pre'sent at the meeting.
3. We produce a lot of tea in this country.
4. We have placed on record our appreciation of his services.
5. There has been a rapid increase of population in this country.
6. What subjects have you taken for B.A.?
7. What shall we present him on his retirement?
8. The prices of agricultural produce should be kept stable.
9. We're going to record your speech.
10. Don't subject yourself to this kind of pressure.
11. His conduct was satisfactory.
12. He's a frequent visitor to our hostel.
13. I object to your remark.
14. He speaks English with a good accent.
15. We don't need to import foodgrains.

LESSON 3

POLYSYLLABIC WORDS

Which syllable(s) of a polysyllabic word is /are to be pronounced with greater prominent? This is a difficult question to answer because in English words the accent is both free and fixed. It is free in the sense that it is not associated with a particular syllable of a word. And the accent in English words is fixed in the sense that the main accent always falls on a particular syllable so the students have to learn this very important aspect of spoken English with great care.

This lesson deals with the accentuation of words more than two syllables and one of the accented syllables has the main or primary accent, and the other, the secondary accent in some words. The symbols used for marking the primary accent and secondary accent are the vertical strokes (') and (,) respectively, put in front of the syllable concerned.
Words Practice

Exercise 1 Words of three syllables, with the primary accent on the first syllable.

1. 'accident 10. 'educate 19. 'operate
2. 'advertise 11. 'excellent 20. 'popular
3. 'agency 12. 'family 21. 'quality
4. 'beautiful 13. 'glorious 22. 'recognize
5. 'bicycle 14. 'holiday 23. 'satisfy
6. 'calculate 15. 'industry 24. 'terrible
7. 'company 16. 'library 25. 'yesterday
8. 'dangerous 17. 'memory
9. 'difficult 18. 'numerous

Exercise 2 Words of three syllables, with the primary accent on the second syllable.

1. ac'custom 6. di'rection 11. fa'miliar
2. be'haviour 7. dis'cussion 12. im'portant
3. com'mittee 8. en'courage 13. pro'duction
4. con'dition 9. es'sential 14. re'lation
5. de'cision 10. ex'ample 15. to'gether

Exercise 3 Words of three syllables, with the primary accent on the third syllable.

1. ,recollect 6. ,addres'see 11.,Pana'ma
2. ,recom'mend 7. ,ciga'rette 12. ,person'nel
3. ,briga'dier 8. ,employ'ee 13. ,devo'tee
4. ,comman'dant 9. ,coin'cide 14. ,engi'neer
5. ,question'nai're 10. ,guaran'tee

Four - syllables Words

-Accent on the first syllable

1. 'comfortable 3. 'honorary 5. 'honourable
2. 'ordinary 4. 'applicable 6. 'accurately
-Accent on the second syllable
1. com'munity 6. a'rithmetic 11. ri'diculous
2. il'literate 7. ac'celerate 12. con'servative
3. ad'vertisement 8. pho'tography 13. as'sociate
4. de'velopment 9. par'ticipate 14. a'nalogy
5. e'xaggerate 10. ap'preciate

-Accent on the third syllable
1. mana'gerial 6. ,ma'the'matics
2. ,pano'rama 7. ,acci'dential
3. ,indi'vidual 8. ,appli'cation
4. ,inde'pendent 9. ,appa'ratus
5. ,exhi'bition 10. ,elec'trician

-Accent on the fourth syllable
1. ,dedica'tee 2. e,xaminee

-Longer words
The following words with more than four syllables;
1. 'arbitrarily 6. pop'u'latrty
2. it'ineryry 7. ap,prec'i'tron
3. en'thusiasm 8. ,civi'la'tron
4. ,irre'sponsible
5. e,lec'tricity

Production test
In the case of words having two accented syllables- one primary and one secondary-mark both the syllables with ’ and ,
11. com'fortable 11. danger'ous
12. condi'tion 12. indus'try
13. exa'mple 13. mecha'nism
14. fam'ily 14. tele'phone
LESSON 4
RULES RELATED TO SUFFIXES

1.1. Inflexional Suffixes

The inflexional suffixes are those which when attached to words do not change their part of speech. Such suffixes -ed, -er, -est, -es, and -ing do not affect the accent of the word.

'simple' simpler
'heavy' heaviest
'recognize' recognizes, recognizing, recognized
ac'company ac'companies, ac'companying, ac'companied
'student' students
re'late re'lated
dis'ease dis'eases
'happen' happening

1.2 Derivational Suffixes

The derivational suffixes are those which when attached to words change their part of speech. The following derivational suffixes do not normally affect the accent. (The pronunciation of each suffix is given immediately after its spelling.)

-age / id / 'person 'personage
-ance / ans / ap'pear ap'pearance
-ant / ant / re'sist re'sistant
-ence / ons / 'differ 'difference
Note except the words re’fer  pre’fer
to refer reference
pre’fer preference
det’er de’ter de’terrent
deterrent
lighten
ad’vise ad’viser
tigress
tiger
ad’vise ad’viser
lion
lioness
beautiful be’auty
beautify
womanhood
woman
womanhood
cowardice
coward
yellowish
yellow
yellowish
Indianism
Indian
Indianism
at’tract at’tractive
meaning
meaning
meaning
meaning
fellowship
fellow
fellowship
laughters
laugh
laugh
en’closure en’closure
failure
fail
failure
citizen
city
LESSON 5

RULES RELATED TO SUFFIXES (CONTINUED)

On the other hand, the following suffixes do affect the words accent. The rule of accentuation is given in each case. It relates to the placement of the primary accent.

1. Words containing the suffixes -aire, -eer/ -ier, -ee and -ate (in verbs consisting of two syllables) are accented on the syllable containing the suffix:
   - millio'naire
   - question'naire
   - engineer
   - profiteer

2. Words containing the following suffixes are accented on the syllable preceding the suffix:
   - appli'cation, edu'cation, produc'tion
   - conver'sation, infor'mation, recog'nition
   - pho'netics, 'physics, me'chanical

Production test

Mark the primary accent on the following words and say them correctly.
6. provision 6. systematically 11. fundamental
7. industrial 7. delicious 12. ethics
8. population 8. university 13. economy
9. opportunity 9. billionaire 14. create
10. librarian 10. guarantee 15. educate

LESSON 6
ACCENT AND RHYTHM IN SENTENCES

Connected speech in English has its own patterns of accent words that are important for meaning-content words like nouns, adjectives, principal verbs and adverbs-are generally accented. Grammatical words like articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions are generally not accented for example, in the sentence,

He’s 'lost his 'pen.

The words 'lost and 'pen are accented, but he’s which is short and the word his are not accented. 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. For example in the sentence.
'Raj has ne'glected his 'studies. The words; Raj, neglected and studies are accented. The word neglected is accented on the second syllable that is neglected and the word studies, which has the tonic accent, is accented on the first syllable stu.

In English, the stressed or accented syllables, which are pronounced with greater force than the other syllables from a succession of beats coming at regular intervals of time. The other syllables, which are unaccented are fitted into the intervals of time available between the accented syllables. If there are several unaccented syllables in succession they must be said quickly to fit into time available. For example ( accented syllables are marked ( ' ), ( ' )as earlier.

1. 'Raj ne'glected his 'studies.
2. 'Raj has ne'glected his 'studies.
3. 'Raj has been ne'glecting his 'studies.

In example 1. There is one unaccented syllable ne- between accented syllable Raj and glect.

In example 2, there are two unaccented syllables: has and ne-. They must be said in the same interval of time as that taken for the single unaccented syllable in example 1.

In example 3, there are three unaccented syllables in successions has been ne-. They must be said in the same interval of time as that taken for the single unaccented syllable in example 1. You will, therefore, appreciate that they must be said quickly. It will not be right to say.

'Raj has been ne'glecting his 'studies giving equal prominence to every syllable and producing all the syllables at equal intervals of time. This lesson is designed to give students practice in acquiring the characteristic rhythm of English speech by accenting only the relevant syllables.
NONSENSE SYLLABLES:

It will help students to appreciate the rhythmic patterns in the following exercises, if teachers call out for each set of examples a succession of non syllables using 'Tum' for accented syllables, and 'Ti' for unaccented syllables. It will also help if he taps on a desk or table at each accented syllable she says it. Students should also be encouraged to do this. This pattern for the three examples given earlier will be:

1. 'tum ti 'tum ti ti 'tum ti 'Raj ne'glected his 'studies.
2. 'tum ti ti 'tum ti ti 'tum ti 'Raj has ne'glected his 'studies.
3. 'tum ti ti ti 'tum ti ti 'tum ti 'Raj has been ne'glecting his 'studies.

**Contracted form**

Note the frequent occurrence of contracted forms in the following exercises like I’m, it’s there. The rhythmic patterns given cannot be produced correctly if the full forms used here by mistake.

**Repetition Practice**

a. Rhythmic pattern- ti 'tum ti 'tum .
   1. I 'turned it 'off.
   2. She's 'gone to 'bed.
   3. It's 'made of 'wood.
   4. I 'can't a'gree.

b. Rhythmic pattern- ti 'tum ti ti 'tum .
   1. I 'promise to 'come.
   2. I 'want him to 'go.
   3. It 'started to 'rain.
   4. I 'l'll try to im'prove.

c. Rhythmic pattern- ti 'tum ti ti 'tum ti .
   1. We 'went to the 'market.
   2. I 'saw him on 'Monday.
   3. He 'lifted the 'cover.
   4. Se'lect all the 'good ones.

d. Rhythmic pattern- 'tum ti ti 'tum .
   1. 'Follow the 'crowd.
   2. 'Leave it be'hind.
3. 'What have you 'done?
4. 'Ram was at 'home.

e. Rhythmic pattern-ti 'turn ti 'turn ti 'turn.
   1. I 'want to 'buy a 'pen.
   2. He 'practiced 'every'day.
   3. I 'can't re'member 'how.
   4. It 'happens 'all the 'time.

f. Rhythmic pattern- 'turn ti ti ti 'turn ti.
   1. 'When are you re'turning?
   2. 'Thank you for the 'money.
   3. 'Call again to'morrow.
   4. 'Take me to your 'leader.

g. Rhythmic pattern-ti ti 'turn ti ti 'turn.
   1. He was 'sitting at his 'desk.
   2. She'll be 'sending them to'day.
   3. I'm col'lecting it my'self.
   4. There are 'certainly e'nough.

h. Rhythmic pattern-ti 'turn ti ti ti 'turn.
   1. He's 'offering you a 'sweet.
   2. The 'questions are on the 'board.
   3. I'm 'taking another call.
   4. It's 'difficult to be'lieve.

i. Vary rhythmic patterns.
   1. You 'ought to 'have your 'lunch.
   2. 'Don't be a 'fool.
   3. I'm 'going on a 'journey.
   4. 'What are you dis'cussing?
   5. It 'can't su'cceed.
   6. We're pre'paring to de'part.
   7. The 'books are in'side.
   8. The 'Government re'signed.
   9. The 'teacher was 'angry.
  10. The 'factory has been 'closed.

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Exercise

Ear Training

The teacher plays the tape for each of the following sentences twice with the correct accentuation as indicated in the marked texts. Students underline the accented syllables in pencil.

Note: Students must underline only single syllables, not whole words if they contain more than one syllable.

1. A show has been arranged.
2. He invited us to say.
3. Everyone agreed.
4. He drank a glass of milk.
5. Don't offend the judge.
6. I'm accepting your proposal.
7. I think I've lost the address.
8. I can't remember him.
9. Leave her alone.
10. I've completely forgotten the name.

Production Test

Students must read the sentences given below with the correct accentual and rhythmic patterns. The teacher should check students reading by referring to the marked texts.

11. We think he's right.
12. I'm looking for stamps.
13. He injured his shoulder.
14. Turn off the right.
15. We couldn't find the ball.
16. Thank you for the money.
17. He admitted he was wrong.
18. It's difficult to believe.
19. Don't be a fool.
20. The factory has been closed.
LESSON 7
ACCENT AND RHYTHM

In the previous chapter we referred to 'content words' such as nouns, adjectives, principal verbs and adverbs- which are generally accented and grammatical words-such as articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions-which are generally not accented. Some students have the tendency to accent grammatical words when they come to the end of a sentence, but these words should not be accented unless they have some particular significance attached to them.

1. You 'ought to 'help me. (pronoun)
2. 'When are you 'going to 'send for it? (Prep.+ pron)

In these examples, and in many more like them which follows. The pitch of the voice falls on the tonic syllable, and the remaining syllables are pronounced without accentuation on a low pitch. Teachers must take sure that students give a sufficiently strong emphasis to the tonic syllable if they do so, they will be less likely to emphasize any unmarked syllables which may follow.

Repition Practice:

a) Rhythmic pattern - 'turn ti
   1. 'Help me.
   2. 'Ask me.
   3. 'Buy some.
   4. 'Tell her.
   5. 'Mend it.

b) Rhythmic pattern- ti 'turn ti 'turn ti
   1. You 'ought to 'help me.
   2. She 'didn't 'ask.
   3. I 'want to 'buy them.
   4. Per'haps he'll 'tell her.
   5. The 'man can 'mend it.

c) Rhythmic pattern- 'turn ti ti
   1. 'Send for it.
2. 'Look at them.
3. 'Talk to him.
4. 'Give her some.

f) Rhythmic pattern- 'tum ti ti'tum ti ti'tum ti ti ti ti
1. 'When are you 'going to 'send for it?
2. 'Try to per'suade him to 'look at them.
3. 'Nobody 'wanted to 'talk to him.
4. 'Why did you 'ask me to 'give her some.
5. 'Ask the di'rector to'show me it.

g) Rhythmic pattern- 'tum ti ti ti.
1. 'Hide it from them.
2. 'Hold it for me.
3. 'Show it to her.
4. 'Take me to him.
5. 'Buy some for them.

h) Rhythmic pattern- ti 'tum ti ti ti ti ti' tum ti ti'tum ti ti ti ti ti ti ti
1. The 'teacher are 'trying to 'hide it from them.
2. I 'told them to 'stand there and 'hold it for me.
3. Re'mind the at'tendant to 'show it to her.
4. He's 'gone to the 'market to 'buy some for them.
5. I 'wonder if 'Mary could 'throw it to me.

Repetition Practice
Varying rhythmic patterns
1. Col'Iect a 'new one.
2. 'Don't inter'fere with the 'rest of them.
3. I 'wouldn't have 'bothered to 'mark it.
4. He 'wants us to 'go and 'look at them.
5. My 'father 'bought me them.
6. He 'didn't 'want to 'spoil it for you.
7. You'll 'have to put 'up with it.

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Exercise

Ear training

The teacher broadcasts the tape of each sentence twice from the marked text. Students underline the accented syllables:

1. He's gone to the bazaar.
2. I simply forgot to remind him.
3. I hope you weren't expecting me.
4. Colour the picture at the bottom of it.
5. Apparently John had held on to it.
6. Mary decided to give it to her.
7. We've been discussing the examinations.

Production Test

Students read the sentences with the correct accentual and rhythmic patterns. The teacher checks it with marked text.

11. Which is the way to do it?
12. Tomorrow's the day for it.
13. Don't let him take it from you.
14. Remember to send me one.
15. I was attracted to her.
16. Try to explain it to him.
17. I'm reserving a seat for you.
18. The attendant will get some for us.
19. I am afraid of you'll have to put up with it.
20. Tell him to hold on to them.

LESSON 8

THE TONES AND LISTENING DIALOG ‘LEAVING A MESSAGE’

1) Level (Static)

* On the basis of the level the tone is classified under two heads: high level tone and a low level tone. A high level tone is marked with a symbol (') above and in front of the syllable to which it refers:
'Men

'Have

A low level tone is marked with a symbol ( ' ) below and in front of the syllable to which it refers

'Now

'Then

2) Moving (Kinetic) Tones

- A falling tone is marked with a symbol [\] in front of the syllable to which it refers. The symbol will be above the line for a high falling tone and below the line for a low falling tone;
  
  • /Yes \ I do /
  • \Do\ tell.

- A rising tone is marked with a symbol [ ] in front of the syllable to which it refers. The symbol is above the line for a high rising tone and a low rising tone.
  
  • 'Can you come ?
  • 'Three

- The falling-rising tone is marked with a symbol [\v] above and in front of the syllable to which it refer.
  
  \v

  • Try
  • \v

3) THE USE OF TONES

A falling tone is used in ordinary statements, questions, commends:

a) In ordinary statements made without emotional implications;
   
   I /m /writing a \book

b) In questions beginning with a question words such as: what, why or how. These are the questions which are said in a natural and sometimes unfriendly way:

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• 'Who \did it? 
• 'What \happened? 
• 'How will you \go there? 
c) In command:
• 'Don't \eat it 
• 'Finish your \work 

In British R.P. a falling tone occurs in a typical intonation contour. The first syllable of the group is said on a high level note. Thereafter each successive accented syllable is said on a slightly lower note until the fall on the last accented syllable, which has a nuclear tone. Unaccented syllables before the first accented syllable and after a falling nuclear tone are normally said on a low note. Whether the nuclear tone takes a high or a low fall usually depends on the degree of intensity which the speaker imparts to his utterance.

A rising tone is used:

a) In complete utterance, often the first clause of a sentence e.g.
'When I went there, /it was \dark. Luckily, /the snake didn't \bite me.

b) In questions which demand an answer 'yes' or 'no', e.g.
'Can you \ help me? 
Is \ John at \ home? 
'Are you \ listening to me? 

c) In 'Wh' questions which are said in a warm, friendly way, for example, 
'What's the \ time? 
'How's your \ father? 
'When are you \ coming? 

d) In polite requests or encouraging invitations, e.g. 
'Come \ here, \ please. 
Do come to our \ house. 

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The falling-rising tone

The use of this tone involves a moderately high to low fall, followed by rise in pitch from low to medium. This tone is used for special implications not verbally expressed. The term 'Special implications' can include insimulations, veiled insult, apology, unpleasant news, happiness, reassurance, or doubt or the part of the speaker as to the validity of his remark. For example;

\[\text{She's clever (she's clever but not dependable.)}\]

\[\text{Your essay is good (Though your essay is good, it is not interesting).}\]

\[\text{She's very beautiful (but she isn't cultured).}\]

- Conversation
- Objectives

1. To give students practice in taking telephone messages.
2. To give students practice in reading notices and writing messages

Script

Fiona: Hello.
Stuart: Hello.
Fiona: Oh, Is that Stuart?
Stuart: Yes.
Fiona: Hello Stuart, it's Fiona.
Stuart: Oh. Hi Fiona.
Fiona: Hi. Erm... is Judy there by chance?
Stuart: No I'm sorry she's just popped out to the shops.
Fiona: Oh dear. Erm... could you possibly leave a message?
Stuart: Yes. Yes. Just a second, let me get a piece... bit of paper.
Fiona: Thank you.
Stuart: O.K.
Fiona: Er... The thing is we've arranged to play tennis this afternoon (Mm-mm) at 3 o'clock (Yes) ... erm... but I've got a problem because the string on my racquet's broken (Mm-mm) but I think that Judy's got an
extra racquet (Yes I think she has) and so I was wondering if you could ask her to bring the extra one along.

Stuart: Yes. OK. I'll do that.

Fiona: OK. And...er...oh yes one other thing. She borrowed a book from me (Mm.) and I think she's probably forgotten all about it. I wonder if you could possibly remind her to bring that along well.

Stuart: She knows what it is, does she?

Fiona: Yes, yes. It's a novel.

Stuart: Yes. OK. So bring extra racquet and...er.. the book that she borrowed.

Fiona: That's right. (OK) 3 o'clock.

Stuart: I'll tell her.

Fiona: Thank you very much, Stu.

Stuart: OK. Cheerio

Fiona: Bye

Stuart: Bye

Exercise

Each sentence will be read twice. Put the appropriate intonation mark before the nucleus.

1. Sorry to keep you waiting.
2. Pass the salt please.
3. May I ask a question?
4. Is this the one you told me about?
5. I suppose it'll be all right.
6. That's the end of play for today.
7. What a terrible thing to happen.
8. When do you expect to finish it?

Production Test

Answer these questions

11. Who did Fiona want to speak to?
12. Who answered the phone?
13. Did Judy talk with Fiona? Where had she gone?
14. Why did Fiona need extra racquet?
15. How does Fiona propose to solve the problem?
16. What was the program at 3 o'clock?
17. What had Judy borrowed from Fiona?
18. What point in the conversation shows that Stuart noted down the message?
19. Do you think Judy will receive the message?
20. List the requests for Judy to do.

LESSON 9
FIND OUT THE HOUSE RULES.

Objectives
1. To help students understand and follow a landlady outlining the house rules.
2. To give the students practice in pronunciation and reading the kinds of rules found in the hotels.

SCRIPT
Judy: Well it's a lovely room. It's quite a nice size.
Landlady: Oh yes. It's a good-sized room and it's well-furnished.
Judy: Yes. Yes I can see that. Erm ... is there anything that I should know?
Landlady: Well, I don't allow the cat to go upstairs at all.
Judy: Oh? Not at all.
Landlady: No, absolutely not. I don't like cats upstairs (Oh right). And I don't allow people to smoke in bedroom.
Judy: Oh no, no I agree with that. I don't smoke anyway.
Landlady: And ...erm.. I don't allow people to stick pictures up on the walls with sellotape. (Oh?) Well you see, when you take the picture down the sellotape leaves ..erm..a mark on the paper.
Judy: Oh I see. Can I use blu-tack or something?
Landlady: Oh yes. Something like that (Oh right) is quite acceptable. (Lovely) and there are just two more things (Oh) if you don't mind. (Yes) If you go out would you please remember to close the window.

Judy: Right. I'll do that.

Landlady: And there's the kettle here, as you can see (Yes) but when you boil the kettle could you please put it on the floor and not on the chest of drawers?

Judy: Oh I see. Does it make a mark or something?

Landlady: Yes it would be probably leave a mark.

Judy: Oh right, I'll do that then.

Landlady: Is...is that all right?

Judy: Well it sounds very fair. Thank you very much.

Landlady: Yes all right. (OK) Good.

**Production Test**

Answer these question.

11. Did Judy like the room?
12. What did she like about it?
13. List the good things about the room.
14. Which animal is not allowed upstairs?
15. Smoking is not allowed in --------.
   i. bed room
   j. kitchen
   k. the lawn
   l. anywhere
16. What instructions are given by the land lady about sticking the picture ?
17. Where should the kettle be kept while it doesn't use ? Why?
18. What should Judy do before going out of the room?
19. What does she think about the conditions laid down by the land lady?
20. Will she take the room on rent?
LESSON 10
A GUEST SPEAKER HAS BEEN INVITED TO TALK ABOUT ADULT EDUCATION. LISTEN TO THE BEGINNING OF THE TALK.

One of the most successful educational programs for adults is the Elderhostel designed for students over the age of sixty. Initiated in 1975 by five colleges in New Hampshire, Elderhostel was originally a one-week summer program for senior citizens combining travel and college residence with enrichment courses. The concept has been so popular that it has grown rapidly to include a network of more than three hundred colleges and universities in all fifty states. Host institutions have expanded to include museums, parks, and other outdoor centers as well as traditional college campuses, and one, two, or three-week programs are now available year round. Although courses are not offered for credit, and no exams are required, the classes are taught by highly qualified faculty at the host college.

Let me write Elderhostel on the board for you. Elderhostel.

To date, hundreds of thousands of students from sixty to one hundred years old have participated in Elderhostel. Students usually live in dormitories, eat in cafeterias, and attend social, recreational, and cultural functions. All services available to students during the academic year are offered to Elderhostel students. Registration fees vary from as little as twenty dollars to as much as three hundred dollars, excluding books and transportation to the campus or community site. For many senior citizens, Elderhostel offers the opportunity for lifelong learning, companionship, and fun.

If you know someone sixty years old and you think they might enjoy learning, call your local college. There is probably an Elderhostel program right in your community.

Production Test
Answer these questions.
11. What is Elderhostel?
   i. A college program taught by retired professors.
i. A college program taught by retired professors.
j. A summer program for senior citizens.
k. An educational program for older adult students.
l. A travel program that includes inexpensive dormitory accommodations.

12. Which of these statements is true of Elderhostel?
i. The courses are offered for credit.
j. There are no final exams.
k. Anyone may participate.
l. College faculty teach the classes.

13. Which of the people would most probably be enrolled in an Elderhostel program?
i. There is a teenager in the picture.
j. There is an international student in the picture.
k. There is a senior citizen in the picture.
l. There is a preschooler in the picture.

14. What should you do if you are interested in finding out more about Elderhostel?
i. Write the national office.
j. Call your local college.
k. Listen to the radio station.
l. Attend an Elderhostel meeting.

15. When did the original Elderhostel program initiate? How long did the original one take?

16. In which area have the host institutions expanded in regards to Elderhostel?

17. What are the distinguishing points of Elderhostel?

18. What activities do the student usually do in this program?

19. What is the rate of registration fees of Elderhostel? Do the registration fees include books and transportation?

20. What is the advantage of the students from Elderhostel?