

COLLEGE OF EDUCATION CHOPDA

Matrix 1.2.2

**Braucher showing learning outcome of
value-added courses**

Course content



**CHOPDA EDUCATION SOCIETY'S
COLLEGE OF EDUCATION CHOPDA**

BROUCHER FOR VALUE ADDED COURSES

English speaking course

Resume writing course

Features

Practice

Hands on training

Test

Duration 6 Months

The course is totally free.

English speaking courses can help students learn the fundamentals of English grammar, phonetics, and pronunciation.

English speaking Learning Outcome

They can also help students develop their speaking skills, such as:

- **Speaking accurately:** Students can learn to speak accurately in different contexts.
- **Presenting information:** Students can learn to present information clearly to others.
- **Explaining opinions:** Students can learn to explain their opinions and decisions.
- **Public speaking:** Students can practice public speaking and gain confidence in expressing their thoughts in English.

Other learning outcomes of an English-speaking course may include:

- **Cognitive strategy**

Students can learn to use their thinking abilities to make strategies, organize, learn, think, and behave.

- **Intellectual skills**

Students can learn to understand rules, concepts, and procedures at a fundamental level.

- **Verbal information**

Students can learn to definitively state what they have learned from an organized body of knowledge.

RESUME writing LEARNING OUTCOMES

- Students can produce a resume that describes their education, skills, experiences and measurable achievements with proper grammar, format and brevity.
- Students demonstrate an ability to target the resume to the presenting purpose.




Principal
College of Education
Chopda Dist. Jalgaon

Syllabus for Spoken English

Class-I

Learning out come

1.After completion of course, students will develop spoken English

2.Will know correct Grammer

S N	Month	Topic	Activities Planned	Competencies to be Assessed
1	April/May	<ul style="list-style-type: none">• Simple Spoken English Conversation in Class• Oral Drilling of simple commands and statements	<ul style="list-style-type: none">• Speaking• Questions about students in simplest forms are asked	<ul style="list-style-type: none">• Speaking• Understanding
2	June/July	<ul style="list-style-type: none">• Asking simple questions in class about their vacations• Poem Recitation	<ul style="list-style-type: none">• Students share their experiences of vacations	Speaking / Listing
3	August	Developing LSRW(Listening, Speaking, Reading, Writing)skills of students	<ul style="list-style-type: none">• Story Telling• Poem Recitation• Reading cards	<ul style="list-style-type: none">• Speaking (fluency)• Reading
4	September	<ul style="list-style-type: none">• My Self	<ul style="list-style-type: none">• Each student will speak about 5-8 lines on MYSELF	<ul style="list-style-type: none">• Speaking
5	October	<ul style="list-style-type: none">• My School	<ul style="list-style-type: none">• Students will be shown various places of school• Students will tell about their school	<ul style="list-style-type: none">• Speaking• Observing
6	November	<ul style="list-style-type: none">• Diwali	<ul style="list-style-type: none">• Students observe Diwali celebration in school	<ul style="list-style-type: none">• Speaking
7	December	<ul style="list-style-type: none">• Speaking through Guessing• Oral drilling of Genders, Young ones of animals, animal sounds	<ul style="list-style-type: none">• For e.g-He drives bus_____He's a bus driver• He looks after garden_____He's a gardener	<ul style="list-style-type: none">• Speaking (fluency)
8	January	<ul style="list-style-type: none">• Usage of this,that• Usage of is, am, are	<ul style="list-style-type: none">• Sentence making using is, am, are	<ul style="list-style-type: none">• Speaking
9	February	<ul style="list-style-type: none">• Revision		

* Practice of making Sentences should be done from time to time during Spoken English classes.

Examples of content:

Speaking Situations: Greetings

1. Hello.
2. Good morning.
Good afternoon.
Good evening.
3. How are you?
How are you doing?
4. Fine. How about you?
5. Okay. Thanks.

Vocabulary for Greetings and Courtesy

Hello
Good morning
Good afternoon
Good evening
Good night
Thank you
You're welcome
Excuse me
Pardon me
(I'm) Sorry
Good-bye
Bye.

Before we go to bed and when we get up in the morning it's common to make small talk about sleeping. Here are the most common phrases used:

Before Going to Bed

Good night.
Sleep well.
Have a good night's sleep.
I hope you sleep well.
See you in the morning

Example Dialogues

Person 1: Good night.
Person 2: See you in the morning.

Person 1: I hope you sleep well.
Person 2: Thank you. Make sure you get a good night's sleep as well.

In the Morning, after Getting Up

I hope you had a good night's sleep.
Did you sleep well?
Did you have a good night's sleep?
I slept well, how about you?
Good morning. Did you sleep well?
How did you sleep?

Example Dialogues

Person 1: Good morning.
Person 2: Good morning. Did you sleep well?

Person 1: I hope you had a good night's sleep.
Person 2: Yes, thank you I did, and you?

Relationships

Father	Mother	Parent
"Dad"	"Mom"	Parent
Son	Daughter	Child
Brother	Sister	Sibling
Grandfather	Grandmother	Grandparent(s)
"Grandpa"	"Grandma"	Grandparent(s)
Grandson	Granddaughter	Grandchild(ren)
Uncle	Aunt	Parent's sibling
Nephew	Niece	Sibling's child(ren)
Cousin	Cousin	Aunt/Uncle's child(ren)

Classroom Questions and Statements

Here are some questions, phrases, and sentences for use in the classroom.

What's your name?
What is this?
What is that?
How do you say it in English?
How do you spell it?
Please say it again.
Please speak more slowly/loudly.
I don't understand.
I'm sorry.
May I come in?
May I go to the washroom?

PRONUNCIATION

English Phonetics - Reference Table

Vowels

<u>Phonetic Symbol</u>	<u>Example</u>
ɪ :	tree, sea, we,
ɪ	bit, pit, sit
æ	cat, apple, bat
ɑ :	car, far, heart
ɔ :	ball, saw, law
ʊ	put, foot, could,
u :	fool, shoes, move,
ʌ	up, but, blood,
ɜ :	her, first, bird
ə	about, away, ago
e	bed, head, friend
ɒ	frock, body, box

Diphthongs

<u>Phonetic Symbol</u>	<u>Example</u>
eɪ	eight, make, say,
aɪ	sky, bye, buy, by
ɔɪ	joy, coin, boy
ɪə	fear, here, near
eə	hair, care, there,
ʊə	tour, poor,
aʊ	cow, hour, our
əʊ	joke, go, though,

Consonants

<u>Phonetic Symbol</u>	<u>Example</u>
p	park, gap, pen
b	board, tab, about
t	tent, rest, rent
d	add, did, dent
k	cord, cat, back
g	give, agree, flag
tʃ	chance, chart, check
dʒ	jungle, judge, just
f	fool, if, find
v	five, give, heaven
θ	thanks, think, both
ð	there, other, then
s	Sunday, east, miss
z	zebra, zoo, lazy
ʃ	shine, sure, she
ʒ	Pleasure, measure ,
h	head, hot,
m	mother, lamb
n	note, ten, no
ŋ	sing, sink
l	lot, leg, little
r	red, orange; try
j	yet, yesterday, you,
w	what, wet window

Syllabus for Spoken English

Class-II

S N	Month	Topic	Activities Planned	Competencies to be Assessed
1	April/May	<ul style="list-style-type: none"> Simple Spoken English Conversation in Class My Self, My School, My Pet 	<ul style="list-style-type: none"> Speaking 	<ul style="list-style-type: none"> Speaking Understanding
2	June/July	<ul style="list-style-type: none"> How I spent my vacations Poem Recitation 	<ul style="list-style-type: none"> Students share their experiences of vacations 	<ul style="list-style-type: none"> Speaking / Listing
3	August	<ul style="list-style-type: none"> My Best Friend <ul style="list-style-type: none"> Importance of Trees 	<ul style="list-style-type: none"> Students discuss about their friends and get to know them in a better way Students are encouraged to grow more trees 	<ul style="list-style-type: none"> Speaking (fluency)
4	September	<ul style="list-style-type: none"> Framing simple Questions Forming Plurals Oral drilling of Genders, animal sounds, Young ones of animals 	Asking questions to each other in English and answering in the same language	<ul style="list-style-type: none"> Speaking Understanding
5	October	<ul style="list-style-type: none"> Raksha bandhan Diwali Dasshera 	<ul style="list-style-type: none"> Students will be shown various pictures depicting different festivals of India 	<ul style="list-style-type: none"> Speaking Observing
6	November	<ul style="list-style-type: none"> Role Plays 	<ul style="list-style-type: none"> Students will act on short skits on Good manners, cleanliness, moral values 	<ul style="list-style-type: none"> Speaking with expression
7	December	<ul style="list-style-type: none"> X-Mas 	<ul style="list-style-type: none"> Role play on X-mas 	<ul style="list-style-type: none"> Speaking (fluency)
8	January	<ul style="list-style-type: none"> Usage of this,that Usage of is,am,are,has,have,was ,were 	<ul style="list-style-type: none"> Sentence making using is, am, are,has,have,was,were 	<ul style="list-style-type: none"> Speaking
9	February	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> 	

* Practice of making Sentences should be done from time to time during Spoken English classes.

* Oral drilling of similar sounding words

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
2.	<ul style="list-style-type: none"> Vocabulary related to ---- asking and giving information classroom questions Identifying people and things, describing people. Learning about occupations Talking about favourite things. Use of this,that,these,those 	<ul style="list-style-type: none"> Short vowels and consonants Common difficult sounds

Examples :- Here are a few simple phrases in English

Situation: Learning about Occupations

Vocabulary

Match the occupation with the daily activity.

Occupation

Activity

- | | |
|----------------|-------------------------|
| • Mechanic | • catch fish |
| • Teacher | • take pictures |
| • Dentist | • fix cars |
| • Doctor/Nurse | • cook meals |
| • Journalist | • pull teeth |
| • Fisherman | • plant flowers |
| • Gardener | • put out fires |
| • Chef/Cook | • take care of patients |
| • Fire fighter | • teach classes |
| • Photographer | • write news stories |

Use the *occupations* and *activities* to make conversations

Use of Demonstrative-- This, That, These, Those

This orange is sour. These oranges are sweet.

That truck is full. Those trucks are empty.

I want this one. I want these. (not these ones)

I'll take that one. I'll take those.

A: What is *this*? (Pointing to something held in the speaker's hand or near the speaker)

B: A pencil.

A: What is *that*? (Pointing to something at a distance from the speaker)

B: A tree.

Asking for Information

Here are some sample phrases and sentences for asking information in English

- | | |
|------------------------|---------------------|
| 1. What is this? | This is a table. |
| 2. What is that? | That is a chair. |
| 3. What's this? | It's a pen. |
| 4. What's that? | It's an apple. |
| 5. What are these? | These are pencils. |
| 6. What are those? | Those are books. |
| 7. Where is Mr. Singh? | He is over there. |
| 8. Where is Ms. Kanti? | She's (right) here. |

9. Where's Johnny?	He's in the house.
10. When's the movie?	It's at 9:00.
11. When's lunch?	Lunch is at noon.
12. How is the food?	It's delicious.

Giving Information

1. I work in a post office.	Are you a letter carrier?	No, I'm a postal clerk.
2. Greg works in a bank.	Is he a teller?	Yes, he is.
3. They live in Mumbai	Are they Maharashtrians?	No, they aren't. (I eat) eggs, bacon, and toast.
4. I eat breakfast at 8:00 a.m.	What do you eat?	In the cafeteria.
5. She goes to work at 9:00a.m.	Where does she work?	
6. Rohit plays basketball every Friday.	Where does he play?	At the gym.
7. Pritha starts class at 10:00.	When does she finish?	At 11:00.

PRONUNCIATION

COMMON DIFFICULT SOUNDS

TH: (long, soft, as in TEETH) Put the tip of your tongue between your teeth and blow gently. It is a long sound and should last about 5 seconds.

TH: (short, hard, as in THE) Put the tip of your tongue between your teeth and make a voice sound from your throat. It is a short sound with a sudden burst of air.

V: Put your top front teeth onto your bottom lip and make a voice sound in your throat. Your lips should be more or less closed.

ST: Make a long, soft 'S' sound like a snake, then suddenly add an abrupt 'T+schwa' sound by pushing your tongue against the back of your top front teeth, then suddenly taking it away. (Practise the 's' sound first, then the 'schwa' sound alone before adding the abrupt 'T' sound.)

PH: Pronounce PH as F (not P)

F: Put your top front teeth onto your bottom lip and blow gently. Your lips should be more or less closed.

H: To make this sound, you need a lot of air and your mouth should be open.

Stand or sit up straight and take a deep breath, open your mouth, then let out

the air quickly as if you are disappointed about something. Allow your body to slump at the same time.

L: When making the L sound, your tongue must temporarily go up to the roof of your mouth and come down again. It must not touch your teeth unless the next sound is TH.

R: When making the R sound, your tongue does very little; it just stays at the bottom of your mouth.

W: When making the W sound, you must pucker your lips.

English Pronunciation Exercises - Short Vowels and Consonants

ih – pronounced 'ih' as in 'hit'	ee - pronounced 'ee' as in 'see'	eh - pronounced 'eh' as in 'let'	ae - pronounced 'ae' as in 'cat'
big	beat	bet	bat
pig	peep	pet	pat
did	deal	death	dad
tip	teeth	tell	tap
gill	gee!	get	gap
kill	keep	kept	cat
sip	see	set	sat
zip	zeal	zeppelin	zap
ship	sheet	shelf	shaft
gin	jeep	jell	jack
chip	cheek	chess	chat
hit	heat	help	hat
'long ah' as in 'heart'		'short ah' as in 'got'	
bar		bought	
par		paw	
dark		dot	
tar		taught	
carpet		caught	
sergeant		saw	
sharp		shawl	
John		jot	
charred		chocolate	
heart		Hop	
'long uh' as in 'put'	'short uh' as in 'up'	'oo' as in 'shoe'	
butcher	but	boot	
put	pup	poof!	
(none)	duck	do	
good	gulp	Google	

cook
soot
(none)
shook
(none)
churn
hook

cup
supper
(none)
shut
jump
Chuck
hup!

cool
suit
zoom
shoot
June
choose
who

Diphthongs

'ou' as in
'home'
bowl

'ow' as in
'house'
bow

'oi' as in
'boy'
Boy

toe
cope
show
home

towel
cow
shower
howl

toy
coy
(none)
Hoist

'ay' as in
'day'

bay
pay
day
table
gay
cake
say
zany
shape
Jake
chase
hey!

'ai' as in
'die'

buy
pie
die
tie
guy
kite
sigh
Zaire
shy
jive
child
Hi

'ieh(r)' as in
'near'

beer
peer
dear
tear (drop of water)
gear
clear
seer
sheer
jeer
cheer

'ehi(r)' as in
'hair'

bear
pear
dare
tear (rip)
garish
Claire
snare
share
Jerry
chair

Syllabus for Spoken English

Class-III

S N	Month	Topic	Activities Planned	Competencies to be Assessed
1	April/May	<ul style="list-style-type: none"> • Myself • My School • My Best Friend 	<ul style="list-style-type: none"> • Collect information about your friends • Speaking • Word Building 	<ul style="list-style-type: none"> • Reading • Speaking
2	June/July	<ul style="list-style-type: none"> • How I spent my Vacations • My favorite cartoon character 	<ul style="list-style-type: none"> • Students share their experiences of vacations • Making pictures of a cartoon character 	<ul style="list-style-type: none"> • Speaking / Listing • Skill (Project)
3	August	<ul style="list-style-type: none"> • Trees-Importance and usage • Independence Day • A poem on patriotism 	<ul style="list-style-type: none"> • Students are encouraged to grow more trees • Feeling of Patriotism is infused in students 	<ul style="list-style-type: none"> • Speaking (fluency) • Voice modulation
4	September	<ul style="list-style-type: none"> • Rainy Season 	<ul style="list-style-type: none"> • Collect information on advantages and disadvantages of rain • Compose a short poem of four lines on rainy season 	<ul style="list-style-type: none"> • Speaking • Creative writing
5	October	<ul style="list-style-type: none"> • Story Narration 	<ul style="list-style-type: none"> • Students will write story of their own choice and narrate in class 	<ul style="list-style-type: none"> • Writing/Speaking
6	November	<ul style="list-style-type: none"> • Role play on Moral stories 	<ul style="list-style-type: none"> • Learning dialogues • Speaking with expression 	<ul style="list-style-type: none"> • Speaking / Listing
7	December	<ul style="list-style-type: none"> • Importance of Books 	<ul style="list-style-type: none"> • Students are encouraged to read books • Write book review 	<ul style="list-style-type: none"> • Speaking (fluency) • Writing
8	January	<ul style="list-style-type: none"> • Telephone Conversation 	<ul style="list-style-type: none"> • Demo of telephone conversation in class 	<ul style="list-style-type: none"> • Speaking
9	February	<ul style="list-style-type: none"> • Revision 		

* Usage of Nouns and Pronouns should be taught in the class.

* Practice of making Sentences should be done from time to time during Spoken English classes.

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
3.	<ul style="list-style-type: none"> • Conversations on ---- describing people • getting people's attention • Asking people to repeat • Asking for things • Expressing likes and dislikes 	<ul style="list-style-type: none"> • Pronunciation of silent letters • One line tongue twisters

Describing People

Here are some sample sentences and phrases for describing people in English.

Personality and Appearance Description

1. Tell me about your father. Well, he's very friendly, smart and funny.
What kind of person is he?
2. What does he look like? He's young, short and handsome.
He has straight black hair and green eyes.
3. What does your mother look like? She's tall, thin and beautiful.
She has grey hair and wears glasses.
4. How about your little sister? She has curly red hair and a cute smile.
Everybody likes her.

Clothing

5. What is your brother wearing? He's wearing light brown pants and an orange t-shirt.
6. What kind of shoes does he have (on)? Sneakers, and he's wearing white socks.
7. Is Susan wearing a dress? No. She's wearing a blue skirt and a yellow blouse.
8. Anything else? Yes. She's wearing boots and carrying a purse.

Expressing Likes and Dislikes

Here are some sample phrases and sentences for expressing likes and dislikes.

1. I like fruit. What kind? Oranges and bananas.
2. Helen likes sports. What kind of sports?
3. Ms. Chetna doesn't like coffee. Really? Does she like tea? Football and tennis.
Oh. What kind does he like? Yes, she does.
4. Tony does not like action movies. (He likes) drama.
Yes, he does.
5. Does Dinesh like swimming? No, he doesn't.
No, she does not.
6. Does Pankaj like soft drinks? Yes, I do.
No, I don't.
7. Does Sheila like salad? A little.
8. Do you like Chinese food?

Getting People's Attention

It's common to use 'Excuse me, ...' to get someone's attention in English. Another, more formal form is 'I beg your pardon ...'

Example Dialogues

Person 1: Excuse me, do you know what time it is?

Person 2: Yes, it's two o'clock.

Person 1: I beg your pardon. Would you mind helping me a moment?

Person 2: Certainly. What can I do to help?

Asking People to Repeat

Sometimes, it is important to understand each piece of information when writing down a telephone number, or taking notes. Here are some phrases which you can use to ask people to repeat:

Would you mind repeating that?

Could I read that back to you?

Let me repeat that to double-check.

Example Dialogues

Person 1: The telephone number is 503 466-3978

Person 2: Let me repeat the number to double-check. 503 466-3978

Person 1: First, go down 3rd lane to East Street. Take a left, and continue on until you reach Harbor Building.

Person 2: Would you mind repeating that?

Person 1: Hi, my name is Peter. What's your name?

Person 2: Hi, I'm sorry, I didn't catch your name.

Asking for Things

NOT Please give me a pen

Correct: Could you give me a pen, please?

Example Dialogues

Person 1: Could you hand me that magazine?

Person 2: Certainly, here it is.

Person 1: Could you lend me a few dollars for lunch, please?

Person 2: I'd be happy to do that. How much do you need?

You can also ask for things using 'Could I ...' with verbs such as 'borrow', 'have', and 'use'.

Example Dialogues

Person 1: Could I borrow your pen, please?

Person 2: Certainly, here you are.

Person 1: Could I use that book?

Person 2: The red one, or the blue one?

Person 1: The blue one. Thank you.

PRONUNCIATION

Pronunciation - Silent Letters

Here is a list of common letter combinations with silent letters. This list contains most of the silent letters that give English as a second language students difficulties.

Silent B B is not pronounced when following M at the end of a word.

Climb crumb dumb comb

Silent C C is not pronounced in the ending "scl"

muscle

Silent D D is not pronounced in the following common words:

Handkerchief sandwich Wednesday

Silent E E is not pronounced at the end of words and usually makes the vowel long.

Hope drive gave write site

Silent G G is not often not pronounced when followed by an N

Champagne foreign sign feign

Silent GH GH is not pronounced before T and at the end of many words

Thought through daughter light might right
fight weigh

Silent H H is not pronounced when following W. Some speakers whisper the H before W.

What when where whether why

Silent H H is not pronounced at the beginning of many words. Use the article "an" with unvoiced H. Here are some of the most common:

Hour honest honor heir herb

Pronounced H **H is pronounced** at the beginning of these common words. Use the article "a" with voiced H.

Hill history height happy hangover

Silent K K is not pronounced when followed by N at the beginning of a word.

Knife knee know knock knowledge

Silent L L is often not pronounced before L, D, F, M, K.

Calm half salmon talk balk would
 should

Silent N N is not pronounced following M at the end of a word.

Autumn hymn

Silent P P is not pronounced at the beginning of many words using the suffix "psych" and "pneu".

Psychiatrist pneumonia psychotherapy psychotic

Silent S S is not pronounced before L in the following words:

Island isle

Silent T T is not pronounced in these common words:

Castle Christmas fasten listen often whistle
 thistle

Silent U U is not pronounced before after G and before a vowel.

guess guidance guitar guest

Silent W W is not pronounced at the beginning of a word followed by an R.

Wrap write wrong

Silent W

W is not pronounced with these three pronouns:

Who whose whom

Tongue-twisters in English

- She sells sea shells by the sea shore.
- Peter piper picked a peck of pickled peppers.
- Tom's tom-tom record plays tom-tom music.
- Ailing Auntie Annie Ames ate apple butter in abundance.
- Double bubble gum bubbles double.
- Busy buzzing bumble bees.
- Chris crashes crimson cars quickly.
- A cup of proper coffee in a copper coffee cup.
- Gray geese graze in the green, green grass.
- Captain Kangaroo's carefully crunching crunchy candy corn.

Syllabus for Spoken English

Class-IV

S N	Month	Topic	Activities Planned	Competencies to be Assessed
1	April/May	<ul style="list-style-type: none"> Simple Spoken English Conversation in Class My ambition in life 	<ul style="list-style-type: none"> Speaking Word Building & Sentence Building 	<ul style="list-style-type: none"> Speaking
2	June/July	<ul style="list-style-type: none"> How I spent my Vacations Importance of Books 	<ul style="list-style-type: none"> Students share their experiences of vacations Reading of any book of students choice 	<ul style="list-style-type: none"> Speaking / Listing Skill (Project) Reading
3	August	<ul style="list-style-type: none"> T.V –Advantages and disadvantages Independence Day A poem on patriotism 	<ul style="list-style-type: none"> Students discuss about their favourite T.V program Feeling of Patriotism is infused in students 	<ul style="list-style-type: none"> Speaking (fluency) Voice modulation
4	September	<ul style="list-style-type: none"> Rainy Season Telephone Conversations 	<ul style="list-style-type: none"> Collect information on advantages and disadvantages of rain Demo by students talking over phone 	<ul style="list-style-type: none"> Speaking Telephone Etiquettes
5	October	<ul style="list-style-type: none"> Story Narration 	<ul style="list-style-type: none"> Students will write story of their own choice and narrate in class 	<ul style="list-style-type: none"> Writing/Speaking
6	November	<ul style="list-style-type: none"> Role play on Moral stories 	<ul style="list-style-type: none"> Learning dialogues Speaking with expression 	<ul style="list-style-type: none"> Speaking / Listing
7	December	<ul style="list-style-type: none"> My New Year Resolution 	<ul style="list-style-type: none"> Students share their resolutions in the class 	<ul style="list-style-type: none"> Speaking (fluency)
8	January	<ul style="list-style-type: none"> Picture Composition 	<ul style="list-style-type: none"> Picture will be shown in the class and explanation about the picture is given by students. 	<ul style="list-style-type: none"> Speaking Listing Observing
9	February	<ul style="list-style-type: none"> Revision 		

* Usage of Tenses should be taught in the class.

* Practice of making Sentences should be done from time to time during Spoken English classes.

* Speaking Topics on Current Affairs can also be included.

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
4.	<ul style="list-style-type: none"> • Telephoning English ----- making a doctor's appointment • Leaving a message • Asking a question about bill etc.... • Descriptions----- describing a friend, specific wish etc.. • Talking about events and plans--- regarding a holiday, festival etc. • Telling time 	<ul style="list-style-type: none"> • Drilling of minimal contrasts

Telephoning English

Making a Doctor's Appointment

Complete Conversation

Caller 1: Dr. Pandit's office. How may I help you?

Caller 2: I'd like to make an appointment to see the doctor.

Caller 1: Certainly, are you ill at the moment?

Caller 2: Yes, I'm not feeling very well.

Caller 1: Do you have a fever, or any other symptoms?

Caller 2: Yes, I have a slight fever and aches and pains.

Caller 1: OK, Dr. Pandit can see you tomorrow. Can you come in the morning?

Caller 2: Yes, tomorrow morning is fine.

Caller 1: How about 10 o'clock?

Caller 2: Yes, 10 o'clock is fine.

Caller 1: May have your name?

Caller 2: Yes, it's Deven.

Caller 1: Have you seen Dr. Pandit before?

Caller 2: Yes, I had a physical exam last year.

Caller 1: Yes, here you are. OK, I've scheduled for ten o'clock tomorrow morning.

Caller 2: Thank you.

Caller 1: Drink plenty of warm fluids and get a good night's sleep!

Caller 2: Thank you. I'll do my best. Goodbye.

Caller 1: Goodbye.

Role Play: Caller 1

Caller 1: Dr. Pandit's office. How may I help you?

Caller 2: _____

Caller 1: Certainly, are you ill at the moment?

Caller 2: _____

Caller 1: Do you have a fever, or any other symptoms?

Caller 2: _____

Caller 1: OK, Dr. Pandit can see you tomorrow. Can you come in the morning?

Caller 2: _____

Caller 1: How about 10 o'clock?

Caller 2: _____

Caller 1: May have your name?

Caller 2: _____

Caller 1: Have you seen Dr. Pandit before?

Caller 2: _____

Caller 1: Yes, here you are. OK, I've scheduled for ten o'clock tomorrow morning.

Caller 2: _____

Caller 1: Drink plenty of warm fluids and get a good night's sleep!

Caller 2: _____

Caller 1: Goodbye.

Role Play: Caller 2

Caller 1: _____

Caller 2: I'd like to make an appointment to see the doctor.

Caller 1: _____

Caller 2: Yes, I'm not feeling very well.

Caller 1: _____

Caller 2: Yes, I have a slight fever and aches and pains.

Caller 1: _____

Caller 2: Yes, tomorrow morning is fine.

Caller 1: _____

Caller 2: Yes, 10 o'clock is fine.

Caller 1: _____

Caller 2: Yes, it's Deven.

Caller 1: _____

Caller 2: Yes, I had a physical exam last year.

Caller 1: _____

Caller 2: Thank you.

Caller 1: _____

Caller 2: Thank you. I'll do my best. Goodbye.

Leaving a Message

Complete Conversation

Caller 1: Hello, this is Rohini

Caller 2: Hello, this is Richa. May I speak with Anand?

Caller 1: I'm afraid Anand isn't in at the moment.

Caller 2: Could you take a message?

Caller 1: Sure, just a moment let me get a pencil... OK.

Caller 2: Great. Can you tell Anand that we're meeting tomorrow at three o'clock.

Caller 1: OK ... three o'clock meeting with Richa. Does he know where the meeting is?

Caller 2: Tell him we'll be meeting in the corner office downtown.

Caller 1: Yes, corner office downtown. Is there anything else?

Caller 2: I'll leave my telephone number just in case he doesn't have it.

Caller 1: OK, I'm ready.

Caller 2: Yes, my cell phone number is 939 908 7754.

Caller 1: That's 939 808 7754.

Caller 2: No, it's 939 908 7754.

Caller 1: Ah, sorry.

Caller 2: No problem. Thanks for your help.

Caller 1: I'll make sure Anand sees this as soon as he gets in tonight.

Caller 2: Thank you. Good bye.

Caller 1: Good bye.

Role Play: Caller 1

Caller 1: Hello, this is Rohini

Caller 2: _____

Caller 1: I'm afraid Anand isn't in at the moment.

Caller 2: _____

Caller 1: Sure, just a moment let me get a pencil... OK.

Caller 2: _____

Caller 1: OK ... three o'clock meeting with Richa. Does he know where the meeting is?

Caller 2: _____

Caller 1: Yes, corner office downtown. Is there anything else?

Caller 2: _____

Caller 1: OK, I'm ready.

Caller 2: _____

Caller 1: That's 439 808 7754.

Caller 2: _____

Caller 1: Ah, sorry.

Caller 2: _____

Caller 1: I'll make sure Anand sees this as soon as he gets in tonight.

Caller 2: _____

Caller 1: Good bye.

Role Play: Caller 2

Caller 1: _____

Caller 2: Hello, this is Richa. May I speak with Anand?

Caller 1: _____

Caller 2: Could you take a message?

Caller 1: _____

Caller 2: Great. Can you tell Anand that we're meeting tomorrow at three o'clock.

Caller 1: _____

Caller 2: Tell him we'll be meeting in the corner office downtown.

Caller 1: _____

Caller 2: I'll leave my telephone number just in case he doesn't have it.

Caller 1: _____

Caller 2: Yes, my cell phone number is 439 908 7754.

Caller 1: _____

Caller 2: No, it's 439 908 7754.

Caller 1: _____

Caller 2: No problem. Thanks for your help.

Caller 1: _____

Caller 2: Thank you. Good bye.

Caller 1: Good bye.

Telling Time

Here are some sample expressions for telling time in English.

7:00	It's seven o'clock.	It's seven p.m. / a.m.
12:00	It's twelve o'clock.	It's noon / midnight.
3:10	It's three ten.	It's ten (minutes) after three.
7:14	It's seven fourteen.	It's fourteen after seven.
9:15	It's nine fifteen.	It's (a) quarter after nine.
1:21	It's one twenty-one	It's twenty-one minutes past one.
11:05	It's eleven oh five.	It's five after eleven.
2:09	It's two oh nine.	It's nine minutes past two.
6:30	It's six thirty.	It's half past six.
4:50	It's four fifty.	It's ten minutes to five.
10:45	It's ten forty-five.	It's quarter to eleven.
8:35	It's eight thirty-five.	It's twenty-five minutes to nine

PRONUNCIATION

tear - chair

talk - chalk

deer tear

MINIMAL CONTRASTS

tease - cheese

die tie

tin - chin

din tin

top - chop

doll toll

sore – chore
sat - chat

sum – chum

sip – chip sick - chick

jeer cheer

joke choke

jeep cheap Jane chain

rat – rash
late - lace

out – ouch

write – rice cat - catch

car tar
cool tool

core tore

cape tape cub tub

ache cake
old cold
shower
shy eye
seat eat

oar core

ape cape air care

hour

share air

shake ache

sad add

soak oak sold old

Syllabus for Spoken English Class-V

S N	Month	Topic	Activities Planned	Competencies to be Assessed
1	April/May	<ul style="list-style-type: none"> Simple Spoken English Conversation in Class My ambition in life My Hobby 	<ul style="list-style-type: none"> Speaking Word Building & Sentence Building 	<ul style="list-style-type: none"> Speaking
2	June/July	<ul style="list-style-type: none"> How I spent my Vacations Importance of CCA in school 	<ul style="list-style-type: none"> Students share their experiences of vacations Students share their experiences of participating in CCA 	<ul style="list-style-type: none"> Speaking / Listing
3	August	<ul style="list-style-type: none"> T.V –Advantages and disadvantages <ul style="list-style-type: none"> Debate on the above topic Independence Day 	<ul style="list-style-type: none"> Students discuss about their favourite T.V program Debate is organized in class Feeling of Patriotism is infused in students 	<ul style="list-style-type: none"> Speaking (fluency) Voice modulation
4	September	<ul style="list-style-type: none"> Telephone Conversations 	<ul style="list-style-type: none"> Collect information on advantages and disadvantages of rain Demo by students talking over phone 	<ul style="list-style-type: none"> Speaking Telephone Etiquettes
5	October	<ul style="list-style-type: none"> Story Narration Dialogue Writing on any story 	<ul style="list-style-type: none"> Students will write story of their own choice and narrate in class Students will write a script in group Dramatisation of scripts made by students in class and assembly 	<ul style="list-style-type: none"> Writing/Speaking Writing Dialogues
6	November	<ul style="list-style-type: none"> Role play on Moral stories Effects of Global Warming 	<ul style="list-style-type: none"> Learning dialogues <ul style="list-style-type: none"> Speaking with expression 	<ul style="list-style-type: none"> Speaking
7	December	<ul style="list-style-type: none"> My New Year Resolution Mobile Phones-Advantages and disadvantages 	<ul style="list-style-type: none"> Students share their resolutions in the class Debate 	<ul style="list-style-type: none"> Speaking (fluency)
8	January	<ul style="list-style-type: none"> Picture Composition Importance of Media 	<ul style="list-style-type: none"> Picture will be shown in the class and explanation about the picture is given by students. 	<ul style="list-style-type: none"> Speaking Listing Observing
9	February	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> 	

* Usage of Tenses should be taught in the class.

* Practice of making Sentences should be done from time to time in Spoken English classes.

* Speaking Topics on Current Affairs can also be included.

* Usage of Homophones, Homonyms should be done in class.

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
5.	<ul style="list-style-type: none"> Practice of dialogues related to --- greetings, describing people, ending a conversation leave-taking favourite music weather expressing concern receiving visitors etc. 	<ul style="list-style-type: none"> English 'long and short' forms of vowels Drilling of the areas of pronunciations taken up in the previous classes.

Greetings

- A: Hi, how are you doing?
 B: I'm fine. How about yourself?
 A: I'm pretty good. Thanks for asking.
 B: No problem. So how have you been?
 A: I've been great. What about you?
 B: I've been good. I'm in school right now.
 A: What school do you go to?
 B: I go to DAV.
 A: Do you like it there?
 B: It's okay. It's a really big campus.
 A: Good luck with school.
 B: Thank you very much.
- A: How's it going?
 B: I'm doing well. How about you?
 A: Never better, thanks.
 B: So how have you been lately?
 A: I've actually been pretty good. You?
 B: I'm actually in school right now.
 A: Which school do you attend?
 B: I'm attending DAV right now.
 A: Are you enjoying it there?
 B: It's not bad. There are a lot of people there.
 A: Good luck with that.
 B: Thanks.
- A: How are you doing today?
 B: I'm doing great. What about you?
 A: I'm absolutely lovely, thank you.
 B: Everything's been good with you?
 A: I haven't been better. How about yourself?
 B: I started school recently.
 A: Where are you going to school?
 B: I'm going to DAV.
 A: How do you like it so far?
 B: I like it so far. My classes are pretty good right now.
 A: I wish you luck.
 B: Thanks a lot.

Describing People

1. A: Have you seen the new girl in school?
B: No, I haven't.
A: She's really pretty.
B: Describe her to me.
A: She's not too tall.
B: Well, how tall is she?
A: She's about five feet even.
B: What does she look like, though?
A: She has pretty light brown eyes.
B: I may know which girl you're talking about.
A: So you have seen her around?
B: Yes, I have.

2. A: There's a new girl in school, have you seen her yet?
B: I haven't seen her yet.
A: I think that she is very pretty.
B: Tell me how she looks.
A: She's kind of short.
B: What height is she?
A: She's probably about five feet.
B: That's nice, but tell me what she looks like.
A: The first thing I noticed was her beautiful brown eyes.
B: I think I might've bumped into her before.
A: Are you telling me that you've seen her before?
B: I believe so.

3. A: Have you met the new girl?
B: No. Have you?
A: She's one of the prettiest girls at the school.
B: What does she look like?
A: Well, she's quite short.
B: How tall would you say that she is?
A: I would say she's only five feet.
B: What about her facial features?
A: She has light brown eyes, absolutely beautiful.
B: I think I know who you're talking about.
A: Have you seen her?
B: I think that I have.

Ending a Conversation

1. A: It was nice talking to you.
B: Why are you trying to rush me off the phone?
A: I really have to go.
B: Why? I still wanted to talk to you.
A: I have things to do.
B: Like what?
A: Don't be nosy.
B: I'm not. I just want to know.

A: Well, it's really none of your business.

B: That's harsh.

A: I'm sorry, but I have to go.

B: Fine.

2. A: I've enjoyed conversing with you.

B: Is there a reason why you're trying to get off the phone so fast?

A: I've got to go.

B: I wasn't done talking to you.

A: I have to do some things, and besides, it's not polite to be nosey.

B: I'm not being nosey. I'm just asking.

A: I really don't think it's any of your business.

B: That's not nice.

A: I apologize, but I'm getting off the phone now.

B: Okay.

3. A: I'll talk to you later.

B: What's the rush?

A: I have to get off the phone now.

B: I'm not ready to get off the phone with you.

A: There are other things I need to take care of.

B: What is it that you need to do?

A: Please don't be nosey.

B: I'm not being nosey, it's just a question.

A: You don't need to worry about that.

B: That was mean to say.

A: I am very sorry, but I must go.

B: I guess.

Leave-Taking

1. A: Well, it was nice talking to you.

B: It was nice talking to you too.

A: We should really hang out again.

B: That would be fun.

A: Where do you want to go?

B: I think we should go out to eat.

A: That sounds good.

B: All right, so I'll see you then.

A: I'll call you later.

B: Okay, I'll talk to you later then.

A: See you later.

B: Bye.

2. A: I enjoyed talking to you.

B: I enjoyed talking to you too.

A: We should hang out some time.

B: I think that would be nice.

A: Is there anything you would like to do next time?

B: Do you want to go out to eat?

A: I'd like that.
B: So I'll see you next time.
A: I'm going to call you soon.
B: I'll talk to you later.
A: See you soon.
B: Goodbye.

3. A: I had fun talking to you.
B: It was really nice talking to you also.
A: I think we should really do something sometime.
B: That should be loads of fun.
A: What do you want to do next time?
B: Would you like to go to dinner or something?
A: Yeah, let's do that.
B: Okay, until next time then.
A: I'll call you so we can set that up.
B: Talk to you then.
A: All right, see you.
B: See you.

Favourite Music

1. A: What type of music do you like to listen to?
B: I like listening to different kinds of music.
A: Like what, for instance?
B: I enjoy Rock and R&B.
A: Why is that?
B: I like the different instruments that they use.
A: That's a good reason to like something.
B: Yeah, I think so too.
2. A: What kind of music do you enjoy listening to?
B: I enjoy listening to all kinds of music.
A: What kind?
B: I like to listen to Rock and R&B.
A: Why do you like that type of music?
B: I like the kinds of instruments that they use.
A: I think that's an excellent reason to like something.
B: Thanks, I feel the same way.
3. A: What is your favorite kind of music?
B: I listen to various types of music.
A: What genres?
B: I enjoy listening to both Rock and R&B.
A: What interests you in that type of music?
B: I enjoy the different types of instruments that they use.
A: That is a perfect reason to like a certain kind of music.
B: That's exactly what I think too.

Weather

1. A: It's such a nice day.
B: Yes, it is.
A: It looks like it may rain soon.
B: Yes, and I hope that it does.
A: Why is that?
B: I really love how rain clears the air.
A: Me too. It always smells so fresh after it rains.
B: Yes, but I love the night air after it rains.
A: Really? Why is it?
B: Because you can see the stars perfectly.
A: I really hope it rains today.
B: Yeah, me too.
2. A: Isn't it a nice day?
B: It really is.
A: It seems that it may rain today.
B: Hopefully it will.
A: How come?
B: I like how clear the sky gets after it rains.
A: I feel the same way. It smells so good after it rains.
B: I especially love the night air when it rains.
A: Really? Why?
B: The stars look so much closer after it rains.
A: I really want it to rain today.
B: Yeah, so do I.
3. A: Don't you think it's nice out?
B: Yes, I think so too.
A: I think that it's going to rain.
B: I hope that it does rain.
A: You like the rain?
B: The sky looks so clean after it rains. I love it.
A: I understand. Rain does make it smell cleaner.
B: I love most how it is at night after it rains.
A: How come?
B: You can see the stars so much more clearly after it rains.
A: I would love for it to rain today.
B: I would too.

Expressing Concern for Someone

1. A: Why weren't you at school yesterday?
B: I wasn't really feeling well.
A: What was wrong with you?
B: My stomach was upset.
A: Do you feel better now?
B: I don't really feel too well yet.
A: Do you want anything to make you feel better?
B: No, thanks. I already took some medicine.

- A: I hope you feel better.
B: Thank you.
2. A: What reason do you have for missing school?
B: I was sick.
A: How were you sick?
B: I had a stomachache.
A: Did it get any better?
B: I'm still feeling under the weather.
A: Would you like anything for your stomach?
B: I took something earlier.
A: Get better.
B: Thanks a lot.
3. A: Why didn't you go to school yesterday?
B: I stayed home because I wasn't feeling well.
A: What was your problem?
B: My stomach was bothering me.
A: Are you feeling any better?
B: I'm still feeling a little sick.
A: I'm going to the store, would you like any Pepto Bismol?
B: That's okay.
A: I hope you feel better.
B: I'd appreciate that.

Receiving Visitors

1. A: Thanks for coming to see me today.
B: It's no problem. I was really missing you anyway.
A: I missed you too.
B: Why haven't you tried to come see me then?
A: I've been really busy.
B: Doing what?
A: Working.
B: I would've come to see you sooner, but I've been busy too.
A: What have you been doing?
B: I've been working too.
A: Well regardless, I'm very happy that you came to see me.
B: I am too.
2. A: I'm really glad that you came to see me.
B: I had to. I was missing you a lot.
A: I was missing you too.
B: So, why haven't you visited me?
A: I've actually been busy lately.
B: What have you been doing?
A: I've just been working really hard.
B: I've also been busy.
A: Tell me what you've been doing.

B: Basically, I've been working too.
 A: Well whatever, I'm glad you came.
 B: So am I.

3. A: I'm really happy that you came to visit me.
 B: I really missed you a lot.
 A: I've been missing you like crazy.
 B: I don't understand why you haven't come to visit me.
 A: Lately, I've been quite busy.
 B: Tell me what you've been up to.
 A: I've really been working a lot lately.
 B: I've been pretty busy myself.
 A: So what have you been up to?
 B: I've just been working a lot.
 A: Whatever the reason may be, I'm glad you visited me.
 B: I'm glad I did too.

PRONUNCIATION

English vowels have "long" and "short" forms.

Sound

/i/	leak		keen	peat	beet	bee
/ɪ/	lick	lit	kin	pit	bit	
/ey/	lake	late	cane		bait	bay
/e/		let	Ken	pet	bet	
"ae"	lack		can	pat	bet	baa
"ah"	lock		con	pot	bought	bah
"uh"	luck			putt	but	
"oo"	look			put		
/u/	Luke	lute	coon		boot	boo
"er"	lurk		Kern	pert	Bert	burr
/o/			cone		boat	Bo, bow
/ai/	like		kine		bite	by
/au/		lout		pout	bout	bough
/oi/			coin			boy

Pronunciation: "u" versus "oo"

Producing the Sound

juice	do	shoe	through	fool	pollution
grew	use	true	whose	duty	

Producing the Sound

put	would	wood	boulevard	took
full	push	sugar	woman	bully

In Contrast

fool	full
nuke	nook
wooded	wood/would
stewed	stood
who'd	hood

suit soot
Kooky cookie

Pronunciation: "e" versus "ey"

Minimal Pairs

wet	wait
wed	wade
ben	bane
fed	fade

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CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
6.	<ul style="list-style-type: none"> • Introducing Others • Rejoinders • Clarifying • Offering • Asking for Directions • Asking about Place/Location 	Drilling of Word Stress Patterns in English

Telephone Talk

Here are some sample phrases and expressions for talking on the telephone
In the sample conversations below, R is the "Receiver" and C is the "Caller."

Conversation 1

Rrrrring.

R: Hello.

C: Hello. Is Sunil there?

R: I'm sorry. He's not here right now.

C: What time will he be back?

R: Around five thirty.

C: This afternoon?

R: Yes. May I ask who's calling?

C: This is his friend, Gautam.

R: Okay. I'll tell him you called.

C: Thanks.

Conversation 2

Rrrrring.

R: Bapat residence.

C: Is this Nandini?

R: No, this is her sister, Chandana.

C: You sure sound like Nandini.

R: Oh. Can I take a message?

C: Sure. Please tell her that Ananya called.

R: Okay. I'll give her the message.

C: Thanks.

R: Bye.

Practice 1: Vocabulary Expansion

I'm sorry, she's not home right now.

she can't come to the phone now.

she's out right now.

Practice 2: Vocabulary Expansion

Sure. Just a minute.

I'll call her.

She'll be right here.

Practice 3

Would you like to leave a message?

have her call?

Practice 4

Please, ask her to call me. My number is 2567-6194.

Practice 5: Dictation

Dictate the dialogue. (Will help --Message Writing)

Rejoinders

Rejoinders are quick responses to show that you are interested or paying attention.

(Oh) Really?

That's interesting.

Is that right?

Note how rejoinders are used in the following situations.

1. I just got a new job. Oh really? That's great!
2. I lost my wallet yesterday. Oh really? That's too bad.

Clarifying

Clarifying your own ideas

In other words,

What I mean is . . .

What I'm trying to say is . . .

To clarify,

What I wanted to say was . . .

Asking for Clarification

What do you mean (by that)?

What was that again?

What are you trying to say?

Could you clarify that?

Clarifying another's ideas

You mean . . .

What you're saying is . . .

What he's trying to say is . . .

If I'm hearing you correctly,

So, your idea is . . .

What you mean is . . .

(I think) what she means is . . .

If I understand you, (you're saying that . . .)

So, you think (that) . . .

Offering

Here are some phrases and expressions used for offering in English.

1. Here. Have a cookie. Thanks.
2. Would you like some pie? No thank you. It looks delicious though.
3. How about a glass of wine? Thanks, but I don't drink (alcohol).
4. What will you have (to drink)? Orange juice will be fine.
5. Would you like some more cake? Sure. It's really good. Did you bake it yourself?
6. Can I get you some milk or something? Well, a glass of water would be okay.

Asking for Directions

Here are some phrases and expressions for asking directions in English.

- Where is (the) . . . ? (This is also used in [asking about location](#).)
- How do you get to (the) . . . (from here)?
- How do I get to (the) . . . ?
- Can you tell me how to get to (the) . . . ?
- Can you give me directions to (the) . . . ?
- What's the best way to get to (the) . . . ?

Asking about Place/Location

Here are some sample phrases and sentences for asking about location.

Where is the bank?

It's on Main Street.

It's next to the post office.,

It's between the bakery and the barber shop.

Directions

How do you get to the sporting goods store?

First, go down East Street until you get to 4th Lane

Then, turn left.

Then, go down 4th Lane for three blocks.

It's on the right side of the street next to Windson Showroom

PRONUNCIATION

For example:

Practice these examples:

PersonNEL

Totally

InDUstrial

ToMAtO

FanTAsTic

Unstressed syllables keep the correct sound, but sound muted.

For example:

Listen to these specific examples:

Little

Repeat

Tomato

At other times, the vowel is pronounced but not stressed.

For example:

Listen to these specific examples:

Industrial

Noisily

With this in mind, here are the eight common word stress patterns in English.

One Syllable - Stressed

All one syllable words have the stress on the one syllable. The intonation should go down. Listen to the general pattern.

EAT

DRINK

SIGN

WELL

Two Syllable - First Syllable Stressed

Listen to the general pattern and these specific examples:

Glant

PICture

HEAting

Two Syllable - Second Syllable Stressed

Listen to the general pattern and these specific examples:

toDAY

aHEAD

aLLow

Three Syllable - First Syllable Stressed

Listen to the general pattern and these specific examples:

ENergy

Operate

ORganize

Three Syllable - Second Syllable Stressed

Listen to the general pattern and these specific examples:

meMORial

aSSUMPTion

caNAdian

Three Syllable - Third Syllable Stressed

Listen to the general pattern and these specific examples:

employEE

japanESE

voluntEER

Four Syllable - Second Syllable Stressed

Listen to the general pattern and these specific examples:

psyCHOLogy

eVAporate

cerTificate

Four Syllable - Third Syllable Stressed

Listen to the general pattern and these specific examples:

poliTician

indiVidual

repuTation

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
7.	<ul style="list-style-type: none"> • Questions and Expressions with Time • sequencing • Analysing problems • Elaborating • Simple Presentations 	<ul style="list-style-type: none"> • Distinguishing sounds • English Tongue Twisters

Questions and Expressions with Time

Here are some examples of questions and expressions with time.

Specific times

Question	Answer	Words/phrases
When do you . . . (present tense)	I usually/always . . .	in the evening at 9:00 on Mondays before dinner after I eat lunch when I get home
When did you... (past tense)	I (past tense)	last night before class while I was eating
When will you . . . When are you going to When do you plan to . . .	I will . . . I am going to I plan to	tomorrow next Tuesday in a few days
What time do you . . . (past) (future)	I (same as above)	at 7:30 around 4:00
Extended Time		
How long do you . . . did you will you How long does it take you to . . .	I (usually) I (past) I (future) It takes (me)	from 9:00 to 11:00 for three hours ten minutes six days

Ongoing Action		
How long have you . . .	I have . . .	for five days for two hours since yesterday
Frequency		
How often do you . . .	I (present tense)	often, usually always, never once in a while

Sequencing

First, Second, Third, Last, First of all,
 Then, Next, Finally, To begin with,
 Then,
 Later, In the end,

Analyzing Problems

Focusing on the main problem/issue

- What is the main problem?
- What is the real issue (here)?
- (I think) the major problem is . . .
- Our primary concern is . . .
- The crux of the matter is . . .
- (As I see it), the most important thing is . . .
- The main problem we need to solve is . . .
- We really need to take care of . . .
- It all comes down to this:

Asking for input

- What should we do about it?
- What needs to be done?
- What do you think we should do?
- What are we going to do about it?
- Do you have any suggestions?
- Any ideas?

Making Recommendations

- I recommend that . . .
- I suggest that . . .
- I would like to propose that . . .

- Why don't we . . .

Elaborating

Asking for Elaboration

Could you elaborate (on that)?

Could you tell me a little more about it?

Could you give (me) some details?

Could you fill me in on that?

What else can you tell us (about that)?

Is there anything else you can tell us?

Is there more to it?

Elaborating

To elaborate,

To give you more information,

Let me explain.

Let me elaborate.

Let me tell you a little more (about it).

Let me give you some details.

What's more,

Simple Presentations

Introduction

(Good morning, afternoon, evening)

I'm happy to be here.

I'm glad to have this opportunity to . . .

Today, I'd like to talk (to you) about . . .

My topic today is . . .

The focus of my remarks is . . .

I'd like to share some thoughts on (topic)

Main points

Let me start by . . .

First, let me tell you about . . .

I've divided my topic into (three) parts: (They are . . .)

Giving examples

For instance,

Let me illustrate,

To illustrate,

Conclusion

In conclusion,

To conclude,
To summarize,
To sum up,

PRONUNCIATIONS

DISTINGUISHING SOUNDS

1. How many sounds does this word have? "finish "
A. 4 B. 5
C. 6 D. 3
2. How many sounds does this word have? "America "
A. 6 B. 5
C. 8 D. 7
3. How many sounds does this word have? "books"
A. 4 B. 5
C. 3 D. 6
4. How many sounds does this word have? "straighten "
A. 10 B. 7
C. 9 D. 8
5. How many sounds does this word have? "Bike "
A. 5 B. 4
C. 3 D. 2
6. How many sounds does this word have? "town "
A. 2 B. 4
C. 4 D. 3
7. How many sounds does this word have? "radio "
A. 5 B. 6
C. 7 D. 4
E. 8
8. How many sounds does this word have? "shy "
A. 4 B. 3
C. 2 D. 5
E. 1
9. How many sounds does this word have? "establishment "
A. 10 B. 13
C. 9 D. 12
E. 14
10. How many sounds does this word have? "sociology "
A. 7 B. 9

- C. 10 D. 8
 E. 11
11. How many sounds does this word have? "desert "
- A. 8 B. 4
 C. 5 D. 6
 E. 7
12. How many sounds does this word have? "system "
- A. 5 B. 7
 C. 4 D. 8
 E. 6
13. How many sounds does this word have? "earthquake "
- A. 6 B. 10
 C. 9 D. 11
 E. 5
14. How many sounds does this word have? "pliers "
- A. 6 B. 5
 C. 7 D. 4
 E. 8
15. How many sounds does this word have? "hammer "
- A. 6 B. 5
 C. 4 D. 7
 E. 8
16. How many sounds does this word have? "screwdriver "
- A. 11 B. 9
 C. 10 D. 7
 E. 8
17. How many sounds does this word have? "kitchen"
- A. 4 or 5 B. 5 or 6
 C. 6 or 7 D. 7 or 8
 E. 3 or 4
18. How many sounds does this word have? "strength "
- A. 7 B. 10
 C. 6 D. 9
 E. 8
19. How many sounds does this word have? "notebook"
- A. 4 B. 5
 C. 7 D. 6

E. 8

20. How many sounds does this word have? "Florida"

A. 8

B. 7

C. 6

D. 9

E. 5

English Tongue Twisters

- A good cook could cook as much cookies as a good cook who could cook cookies
- I saw a saw that could out saw any other saw I ever saw.
- Black bug bit a big black bear. But where is the big black bear that the big black bug bit?
- A big bug bit the little beetle but the little beetle bit the big bug back.
- If you understand, say "understand".
If you don't understand, say "don't understand".
But if you understand and say "don't understand".
How do I understand that you understand? Understand!
- These thousand tricky tongue twisters trip thrillingly off the tongue .
- A sailor went to sea To see, what he could see. And all he could see Was sea, sea, sea.
- If two witches were watching two watches, which witch would watch which watch?
- Peter Piper picked a peck of pickled peppers,
if Peter Piper picked a peck of pickled peppers,
wheres the peck of pickled peppers Peter Piper picked?

CLASS	FUNCTIONS / AREAS	PRONUNCIATIONS
8	<p><u>Speaking Tasks---</u></p> <ul style="list-style-type: none"> • Expressing a Preference • Narration • Comparing and Contrasting • Suggesting • Expressing Opinions • Justifying Opinions • Speculating • Analyzing • Summarizing • Conversation Repair 	Stress and Intonation in sentence

1. **Expressing a Preference**

I prefer A to B because...

If I have a choice, I will... (a real possibility)

If I had a choice, I would... (not a real possibility, just wishing)

For me, A is much more attractive / interesting / preferable than B because...

I would much rather do / have / eat / listen to

2. **Narrating**

When I was a high school student, I went to Gauhati to visit some friends.

After I graduated from high school, I ...

During my visit to Gauhati last year, I...

Last year during the Spring time, I went to Gauhati to visit some friends.

(Also use "Whenever" or "While")

3. **Comparing and Contrasting**

A is much better / worse than B.

A is not nearly as good as B.

A is not quite as important as B.

A is almost as tall as B, but not quite.

When I compare these two items, it's clear that...

4. **Suggesting**

Maybe, Perhaps, Possibly

One possibility that I can think of is...

Another idea to think about is...

5. **Expressing Opinions**

It seems to me that...

This is only my opinion but...

After a lot of thought, I have come to the conclusion that...

I've never thought about this question much before, but it seems to me that...

6. Justifying Opinions

The reason I believe this is...

The most important evidence supporting my belief is...

7. Speculating

I'm not sure what might happen, but one possibility is...

It's hard to predict the future, but I suppose it / we might...

8. Analyzing

There are several points to consider, first of which is...

We can break this question down into several parts. First... Let's look at this step by step. To begin with...

9. Summarizing

Altogether, there were...

In the end, they had to...

When we consider all the factors...

Considering all of these ideas, maybe the best thing would be to...

10. Conversation Repair

Maybe I'm not making myself clear. I want to say that...

What I mean to say is...

What I'm trying to say is...

Another way to put it is...

PRONUNCIATION Using the proper sense stress or right emphasis on the right words is one of the speaking skills.

Say this sentence using emphasis for each of the words that is in all capital letters. See how the meaning changes for each change in sense stress.

I did not say you took the last piece of candy.

I DID not say you took the last piece of candy.

I did NOT say you took the last piece of candy.

I did not SAY you took the last piece of candy.

I did not say YOU took the last piece of candy.

I did not say you TOOK the last piece of candy.

I did not say you took THE last piece of candy.

I did not say you took the LAST piece of candy.

I did not say you took the last PIECE of candy.

I did not say you took the last piece OF candy.

I did not say you took the last piece of CANDY.



[Handwritten signature]

Principal
College of Education
Chopda Dist. Jalgaon

COLLEGE OF EDUCATION

CHOPDA

Value added Course

(Non-Credit Course)

Self-Instructional Material (SIM)

RESUME WRITING SKILLS

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1.2.2 : Unit II Writing Reports and Proposals**Section I Writing Reports**

- Objectives

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1.2.3.4	Elements of Proposal Writing
	Check Your Progress
1.2.3.5	Purpose of a Research Proposal
	Check Your Progress

1.0 : Objectives of the Course

- To acquaint students with the concepts of Résumé, Report and Proposal writing.
- To familiarize the students with the types and elements of Résumé, Report and Proposal writing.
- To orient the student with the formats of Resume, Report and Proposal writing.

1.1 : Course Outcomes

After completion of the course will able to:

- Explain the concept of Résumé, Report and Proposal writing.
- Describe the types and elements of Résumé, Report and Proposal writing.
- Draft suitable and effective Résumé, Report and Proposal writing.

Unit I. Résumé Writing

Objectives

- To understand the difference between Résumé, CV and Biodata.
- To acquaint the students with the format of a Résumé

Learning Outcomes

After completion of the unit, you will able to:

- Know how to present your credentials precisely and effectively in your résumé.

Introduction:

In today's competitive world job-hunting has become a truly adventurous task. To get a desired job, you have to participate in the rat race of qualified, highly-qualified and experienced or fresh candidates. To succeed in this race, writing a résumé and presenting your candidature is a crucial challenge.

1.2.1.1 Concept of Résumé Writing:

What is résumé and why do we need one when we are looking for a job opportunity? Most professional positions require applicants to submit a résumé and cover letter as a part of the application process. Résumé is the first document a hiring manager or a manager, Human Resource Department goes through when appointing candidates to the positions advertised.

All through a few years the concept of résumé has been evolved from mere a letter to a professional document. In the present digital age, résumé has become more professional in presentation and content. A résumé is one or two pages formal document that comprises information of an applicant's education, work experience, credentials, skills and accomplishments. It is designed to provide a precise summary of an applicant's qualifications for a particular job and not detail information of his academic and other activities.

It is a fact that within no time after posting an advertisement, hundreds of applications are received. Statistics show that recruiters spend merely 15-20 seconds on a résumé. Hence it is essential that an applicant's résumé grasps their attention in that span. Job recruiters scrutinise and select an applicant whose résumé stands out in the competition and shows that he/she can fulfill the requirements of a job/position effectively. A good résumé gives the potential employer enough quality information to believe that the applicant is worth interviewing. Hence it is the 'first impression' that needs skill, time, and efforts from the

aspiring candidates to keep it updated, specific, impressive, well crafted and suitable for a particular position.

1.2.1.2: Resume, Curriculum vitae, Bio-data: Difference

Though Résumé, CV and Biodata are considered to be same, they are different in length, purpose and layout. There are differences in various aspects that make them three different things in feature and definitions.

1. The term résumé is a French word meaning “summary”. A CV is a Latin phrase which literally means “a Course of Life”. Biodata is an English word meaning “about life and events.” It is a short form for Biographical Data as well as an archaic version of a résumé and CV.

2. A résumé is a one- or two-page concise document. A CV is an in-depth three to four or more pages long document. It is always accompanied by a cover letter which covers the gist of the CV. Whereas, Bio data can range from about one or three pages depending on the quantity of information required by the company.

3. Résumé provides a precise summary of educational background, relevant skills, job experience and contact details. It gives a targeted list of skills and achievements since it is understood that a prospective employer has little time to go through it.

CV is a professional biography. It provides candidates in detail information; namely academic background, work experience, accomplishments like research experience, publications, awards, honors, scholarships, grants skills, certifications, volunteering experience, international exposure, professional affiliations, association membership, etc.

Biodata is a document of personal information and focuses on personal particulars like date of birth, age, sex, caste, religion, nationality, residence, marital status, education, work experience, other activities, etc. Though it provides ample information about one's skills, specialization and talent, it does not emphasize them like that of a résumé.

To sum up, résumé focuses on skills and talents that an applicant has for a specific position. A CV highlights the general talent of the applicant rather than specific skills for a specific position; while Biodata focuses on personal details of an individual.

4. A résumé need not to be written chronologically as it does not cover an applicant's whole career. It is generally written in reverse chronological order and emphasizes the skills required for a particular job.

A CV is organized chronologically and gives an overview of an individual's whole career history.

A Biodata is written in chronological order. Many a times a company has its own format of Biodata. Generally, its format is simple.

5. Résumé is changeable. An applicant can freshly tailor his/her résumé according to the requirements of a specific post in order to fit its needs and requirements. It is in the

applicant's interest to change it from one job to another. For example, if an applicant thinks that his/her past career experience won't make any difference to an HR, she can erase it from her résumé.

CV is a standard document and does not change for different positions. Only a cover letter changes according to different positions. Biodata too is a standard document and does not change.

That is, format of a résumé changes according to the demand of the job. However, the format of a CV and Biodata does not get affected by the job an individual is applying for.

6. Résumé is ideally suited when experienced or inexperienced people apply for specific positions where certain specific skills are more important than other accomplishments.

A CV is a preferred option for fresh graduates or people looking for a career change. It can be used by people applying for academic, research, government, medical, scientific positions. Overseas jobs ask for a CV instead of résumé.

Today Biodata is restricted in use to only certain places. It is suitable to the jobs which need to know an individual's personal information. Due to its nature, it is restricted to government works and government institutions.

7. Usage around the World: The application document is called by different names in different countries. In US and Canada résumé is the preferred name for the document. However Americans and Canadians use the term CV when applying for a job abroad. In United Kingdom, Ireland and New Zealand, a CV is used in all contexts. Whereas a CV prevails in mainland Europe. In Germany, CV is commonly known as Lebenslauf (/li:b nsl uf/). In India, Australia and South Africa, the term résumé and CV are used interchangeably.

Biodata is generally used in India and in some Asian countries to apply for government jobs or for research grants where one has to submit descriptive document. It is not common in international market. Many countries do not prefer Biodata as a document essential to select their employees because first, it does not emphasis skills of an individual required for a particular job; secondly, laws in many countries do not allow disclosing personal details of an individual in the job application under right to privacy act.

Though the format and content of all the three documents are different; Résumé, CV and Biodata are written in third person and hence are formal and objective in tone. More over all the three documents are considered to be reliable.

1.2.1.3: Elements of Résumé

In the process of getting a job, crafting a resume that highlights how well qualified you are for the position is a skill. The best résumé is the one that not only highlights your skills and experience but also indicates that you are a good worker, are qualified for the position and can bring desirable skills to the job. Résumés certainly change depending on whether a candidate is a fresh graduate or is opting for a career change or looking for a promotion. No matter what the reason is a résumé should have following elements:

1. Contact information

Though it seems to be simple, you can lose an opportunity if you do not place your contact details right. Your contact information - your name, city and state, phone number, and email address should be prominently displayed at the top of your résumé. Your email should sound professional for e.g. gunjan-samrtha@gmail.com (instead of a casual gunjan-cool1@gmail.com). You can also include your personal website or blog, if applicable, to give additional information of your other activities. You can attach photograph on your résumé only if the employer demands for it.

Do not give any personal information beyond this. Also, do not date your résumé because the employer need not know when you have written your résumé. The dates you have mentioned in experience and education are enough.

2. Summary

Career summary is a gist of your work profile. Hence to make it noticeable, you should highlight the most important things in your career such as your skills and achievements. However, instead of labelling it as ‘Summary’, use a headline that sums up your credentials.

For e.g. : Social worker providing service in the old-age homes.

Devoted social worker with a proven ability to support clients with personal care activities. Have provided companionship and support during daily activities. Have taken key initiative in advocating needs and rights of the inmates. Recognized as an expert in counselling and managing health issues.

3. Skills

This section should be short and in bulleted columns. However the focus should be on the job that you are applying for. It makes the employers easy to skim through the expertise they are looking for. Sometimes the company uses Application Tracking System (ATS) to screen the job applications. In that case, you should use keywords suitable to the requirements mentioned in the advertisement. For example, in technical jobs, like IT

positions, the candidate has to mention the hard skills that are required for the job. Along with hard skills, the company rather focuses more on the soft skills like problem solving, leadership, communication, etc. in the candidate. Instead of directly mentioning them, these skills should be reflected in the responsibilities taken in the previous job/s.

4. Professional experience

Include relevant professional experience. However, instead of giving a list of job duties at past positions, focus on the achievements earned, notable results and contributions while doing a job. For e.g. Mention position title, name of the company or organization, its address, duration and job duties along with achievements. Your achievements in the past position will suggest that the same will be tried in the present position. If you have job experience of 30 or more years, keep your employment history to the past 10-15 years. However, if you are a recent graduate and no previous job experience, focus on your college and community activities. For e.g. list any internship, volunteer work, projects you had undertaken which are relevant to the job. They too are important.

5. Education

This section should be at the bottom of your résumé. The candidate should list the institutions of higher education attended, degrees received, and the major subject. Awards won and publications give advantage to the résumé. Recent College graduates should put education section before professional experience.

Other considerations:

i) Simplicity and Precision:

A Résumé should be easy to read and precise. Make every word that you use count. Use clear font type and size, neat layout and consistent spacing. It should reflect you as a thorough professional.

ii) Employment Gap:

If there is a large gap in your employment career, explain what you were doing or what you learned during that time.

iii) References:

References is a list of names (2 or 3) of professional colleagues or acquaintances who can speak of your character and/ or skills. In fact, references have limited value on the résumé. Hence unless asked, don't include them. However, if the employer clearly asks for references, it is appropriate to include their names, organizations and contact numbers on the résumé.

iv) Cover letter:

Your cover letter is a summary of your résumé. It should match with the job description.

Naturally your cover letter changes for each job you apply for.

v) Limit the use of personal pronoun such as “I”. Instead begin sentences with action words.

vi) Make sure your résumé is error free.

vii) Use quality paper.

viii)

1.2.1.4: Types and formats of Résumé

General Format

<p>Your Name</p> <p>Street Address, City, State Pincode</p> <p>Phone Number , email address</p> <ul style="list-style-type: none"> • Summary / Objective • Skills • Professional Experience • Education
--

Note: The Format of Resume may vary. A person can make variations as per his/her needs.

There are three common résumé types and formats:

1. Chronological Résumé
2. Functional / Skill-based Résumé
3. Combination Résumé

Following table shows the features of the types:

Sr. No.	Chronological Résumé	Functional Résumé	Combination Résumé
1	Professional	Creative / Non -Conventional	Midpoint between professional and creative

2	Emphasis	<ul style="list-style-type: none"> • Focuses your current or most recent job which is listed first and then it continues in reverse order to give your work history. 	<ul style="list-style-type: none"> • Focuses on skills relevant to the job and achievements. • Includes only job titles & employers. • Omits specific dates, names and places. 	<ul style="list-style-type: none"> • It is a blending of both Chronological & Functional résumé. • Uses both work history and skills to capture employer's attention
3	Benefits	<ul style="list-style-type: none"> • Clarity in information that the employer wants to know about job positions & activities • Easy to write • Shows steady work record. • Job titles, responsibilities and dates of work history can be clearly stated. 	<ul style="list-style-type: none"> • Employer clearly locates key skills required for the new position • Allows you to avoid gaps in work history. • Allows you to highlight specific strengths & skills 	<ul style="list-style-type: none"> • Shows best features of both formats : work history, skills and achievements • Allows to state strong work record with upward mobility

1.2.1.5: Types of Résumé

Chronological Résumé

<p>AnmolBasu</p> <p>10/C, Raheja Towers, Pali Hill, Bandra (W), Mumbai 400050</p> <p>19890287654anmol.basu@gmail.com</p>

Committed Editor in Chief striving for setting standards for quality and integrity in the work place. Energize reporters to aggressively pursue information to look hard for facts and thereby increase credibility of the paper.

Experience

Editor in Chief **Times of India** **2010 – Present**

- Manage Hiring and Human Resources
- Supervise newspaper's budget and financial operations
- Responsible for newspaper content decisions

Managing Editor **The Indian Express** **2005 – 2010**

- Assigned stories to reporting
- Worked with reporters on finding coverage angles
- Edited reporter's stories before printing

Copy Editor **The Hindustan Times** **2000 – 2005**

- Edited reporter's stories before printing

- Wrote catchy headlines for reporter's stories
- Created layout for stories to give them attractive look

Professional Associations:

- Member, Editor's Guild of India
- Member, International Newspaper Marketing Association

Education:

- Master of Arts, Mass Communication
Indian Institute of Mass Communication, New Delhi
- Bachelor of Arts, Journalism and Mass Communication
Xavier's Institute of Communication, Mumbai
- Six months Course in Public Relations and Writing
Xavier's Institute of Communication, Mumbai

Functional Résumé

GunjanSamrtha

12/B, Springdale, Anubandh Society, Sinhgad Road, Pune 30
Cell: 98909123456 gunjan-samrtha@gmail.com

Associate Professor in English literature

Motivating and academically excellent Professor in English literature driven to inspire students to pursue academic and personal excellence. Strive to create an engaging learning environment wherein students are encouraged to be life-long learners.

Skills

- Accomplished researcher in New Literatures
- Inspiring Lecturer
- Innovative thinker
- Resourceful academic adviser
- Approachable

Accomplishments:

- Authored research articles and published in prestigious national and international

journals.

- Undertaken Research Projects funded by the UGC and other agencies.
- Resource person for various state, national and international academic and social events.

Experience:

Associate Professor in English, Shivaji University, Kolhapur 07/2010-today

- Guide students in research
- Foster students' commitment to lifelong learning

Assistant Professor in English, Mahatma Gandhi College, Karad 07/1993-2009

- Taught at graduate level programmes
- Wrote Course material viz. syllabi, Self Instruction Material
- Demonstrated commitment to curricular and extra- curricular activities through participation in various activities.

Education:

- Ph.D. : English
Shivaji University, Kolhapur
- Master of Philosophy: English
Shivaji University, Kolhapur
- Master of Arts: English
Pune University, Pune
- Bachelor of Arts: English
Venutai Chavan College, Karad

Combination Résumé:

Madhur Rangrajan

A1/1103, Swarganga, Ajmera Colony, Bangalore 560 012

1 7798246802 | madhur_rangrajan@gmail.com

Objective

To obtain full-time senior position as a Structural Engineer

Relevant Experience:

➤ Techniart, Inc Tower 15, Cybercity Magarpatta, Pune

Structural

Engineering Intern February 2015-Present

- Conduct structural design development for commercial projects
- Perform construction administration of shop drawings

➤ Global Graphics Pvt. Ltd. 108, Nyati Millenium, M.G Road, Bengaluru

CAD Draftsman

November 2010 – 2015

- Designed restaurant and kitchen layouts
- Served as interior Outfit Project Manager

Project Experience

Aamby Valley Wastewater Treatment Plant Design Project

- Calculations and computer analyses to support the design

Other Work Experience

KTDC, Information Technology Department

Student Assistant

July 2007- March 2009

- Collaborated with Creative Team to design computer generated design
- Maintained and repaired computer equipments in the office

Skills:

- AutoCAD, Microstation, C++, IS 800, VBA,, Microsoft Excel

Education:

- B.Tech. in Civil Engineering
- Diploma in Business Administration

Relevant Course Work

- Structural Analysis
- Hydraulics
- Soil Mechanics
- Thermodynamics

Activities:

- Member, Indian Society of Civil Engineers
- Coach, Football Under 19
- Member, Tata Steel Marathon

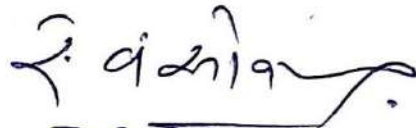
Books for Additional Reading:

Vedder, Scott. *Signs of a Great Résumé: How to Write a Resume that Speaks for Itself.*

Veterans Edition. 2014. Print.

Block, Jay A. and Michael Betrus. *101 Best Resumes: Endorsed by the Professional Association of Resume Writers*. New York: Mcgraw-Hill., 1997. Print.




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