LISTENING EXERCISES
SHIP or SHEEP

In most Indian languages one letter in writing stands for one sound in speech and these languages are called ‘phonetic’. But in English it is not possible to decide its pronunciation by looking at its spelling. English is said to be an ‘unphonetic’ language.

Listen to these conversations

1. Between two people from two ethnic groups:

A : Let’s go to the joo.
B : To the jew! Why should we? Is it to Shylock the jew, to borrow money?
A : No, no, Not that jew, the joo where we can see animals.
B : Oh that zoo, to see the zebra and the giraffe?
A : Yes, that’s what I said.

What is the reason for this confusion? The first speaker said /dʒu:/ instead of /zu:/ . He used /dʒ/ in the place of /z/ and so zoo became jew.
Not only with vowel sounds but also with consonant sounds, there are confusions. Listen to the conversation and see how mispronunciation of words leads to getting wrong information.

2. **Between a doctor and a mother of an infant child:**

**Doctor**: Don’t give the child *copy* or anything else. Give her *tin* milk.

**Mother**: But we haven’t got any tinned milk at home. We have only cow’s milk.

**Doctor**: That’s good. Add water to it and make it *tin*.

**Mother**: Oh! Make it *thin*.

The doctor wanted to say ‘thin’ but could not pronounce it right.

3. **Between a man and a woman:**

![Illustration of a man and a woman]

**Man**: Have you seen my *ship*?

**Woman**: I don’t know. Do you have a *ship*?

**Man**: Of course I have, it is white in colour.

**Woman**: Oh! Your *sheep*. It’s on the hillside.

The man turned the long /i:/ into short /i/ and so the ‘sheep’ became ‘ship’.

Indian speakers substitute one vowel sound with another.
Sounds in English

Vowels

English has 12 vowel sounds; there are long vowel sounds and short vowel sounds.

1. The first is /i:/ as used in sheep, teeth, creek and deep

Eg: Water from the deep sea flowed down the creek.
The streets in Bangalore are neat, clean and green with many trees.

2. The second is /i/ the short form of the first as used in ship, sit, drip and pill

Eg: The ship is fit to be in sea
The lid on the tin fits well.

Listen to some minimal pairs and repeat them when you listen:

<table>
<thead>
<tr>
<th>Leak</th>
<th>lick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheek</td>
<td>chick</td>
</tr>
<tr>
<td>Peel</td>
<td>pill</td>
</tr>
<tr>
<td>Wet</td>
<td>wheat</td>
</tr>
</tbody>
</table>

3. The third vowel sound is /e/ as in pen, let, fell and ten.

<table>
<thead>
<tr>
<th>Pig</th>
<th>peg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pin</td>
<td>pen</td>
</tr>
<tr>
<td>Tin</td>
<td>ten</td>
</tr>
<tr>
<td>Sit</td>
<td>set</td>
</tr>
</tbody>
</table>

We have to be careful to make a distinction between the second and the third for a small difference in sound makes a big difference in meaning.

4. The fourth sound is /æ/ as in man, jam, cat and bad.
Listen to these sentences and check how many times the sound / æ/ is used.

Let’s have a chat about your cat.

My cat?

Yes, em, it’s too fat with its cap.

Well, it is a bit fat but it’s a happy cat.

Listen to the minimal pairs:

| Pen  - pan   |
| Men  - man  |
| Send - sand |
| Gem  - jam  |
| Bread - brad |

5. The fifth sound is / ʌ/ as in month, money, honey, monkey.

The monkey was hungry and had nothing to eat. It saw a hunter who had a honey-comb and ate the honey and the comb.

Listen to the minimal pairs:

| Cap  - cup   |
| Hat  - hut  |
6. The sixth sound is /ɑː/ as used in heart, smart, calm, car and far.

Let’s listen to the sound repeated six times.

*Marvellous cars, aren’t they?*

Yes, they are so fast and fantastic.

Listen to these words:

<table>
<thead>
<tr>
<th>Hat</th>
<th>hut</th>
<th>heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>cut</td>
<td>cart</td>
</tr>
<tr>
<td>Ban</td>
<td>bun</td>
<td>barn</td>
</tr>
<tr>
<td>Cam</td>
<td>come</td>
<td>calm</td>
</tr>
</tbody>
</table>

7. The seventh vowel sound is /ɔː/ as in dawn, cord, short and fork.

8. The eighth vowel is its short form /ɔ/ as used in hot, pot, box and top.

Listen to the two vowel sounds in the passage.
Dawn always goes for a jog in the morning.  

Don? Jogging? In the morning?  

No, not Don, His daughter in law, Dawn  

She’s out every dawn for her jog.  


10. The ninth vowel is the short form /u/ as used in pull, look, book and good.  

Listen how the two vowel sounds are used.  

A: I’m full of good food.  

Such beautiful puddings!  

But too much sugar.  

I had a huge serving of chocolate mousse /muːs/ and stewed fruit.  

B: Oh! I was very foolish.  

I had two servings of gooseberry.
A: What a fool you are!

11. The next vowel sound is /əː/ as used in girl, worm, burn and turn.

Listen to the following words:

  Ten – ton – turn
  Ben – bun – burn
  Bed – bud – bird

12. The last vowel sound is a short one /ə/ as in water, about, around, America

Listen to the following passage and check the number of times the sound is used.

  Remember to telephone your sister the day after tomorrow
  and don’t forget to send a letter to your brother.
  Shall I send you a letter?
  Of course.
DIPHTHONGS

There are Eight diphthongs in English

1. The first is /ei/ which is a combination of two sounds /e/ and /i/ and we use in words eight, age, wait, tail and tame.

Listen to the sound used in the following sentences:

I’m afraid I’ve made a mistake on this form.
Is your name spelt J A C K
No it is J A K H. And here is another mistake.

Listen to the pairs of sounds /e/ and /ei/ as used in sentences and identify the difference:

i) There was great pain in his hand and he could not hold the pen.
ii) The cow shed is near the shade of the tree.
iii) His age is 57 and he’s in the edge of retirement.
iv) Please don’t wait on the wet floor.
v) The pepper powder is on the paper.

2. The next diphthong is /ai/, a combination of the sounds /a/ and /i/ and we use in words like buy, mobile, bike and kite

Listen to the conversation wherein the sound is repeatedly used a number of times. Identify them.

A: Hi, are you alright?

Would you like a ride in my cart?
B: No thanks, I’m fine, I’m just flying my kite and enjoying the sunshine.

A: Oh! Er – alright, have a nice time.

3. The next diphthong is /ɔɪ/ a combination of /ɔ/ and /i/. Some common words with the sound are boy, boil, oil, toil and coil

I poured all the oil in the bowl. Then I allowed it to boil.

Listen to the minimal pairs how /ɔ:/ and /ɔɪ/ are used.

It’s ALL there ---- It’s OIL there
A BALL on his head ---- a BOIL on his head
Look at the golden CORN ---- Look at the golden COIN

Listen to the interesting dialogue between ROY and JOYCE

Roy : What a terrible noise!, Joyce
Joyce : Isn’t it annoying, Roy? It’s out of oil.

Roy: A Rolls Royce! Out of oil. Look, the water is boiling
Perhaps you’ve spoilt it or destroyed it.
How disappointing!
Joyce: How disappointing! I’ll be late for my appointment.

4. The next sound is /au/ a combination of /a/ and /u/ as used in cow, brow, house and mouse.

How’s your brown cow?

Better now. I’m taking it to the town.

There’s an interesting dialogue between Mr. Brown and Mrs Brown about a mouse

Mrs. Brown : I’ve found a mouse.
Mr. Brown : Oh! You’re shouting too loudly. Sit down and don’t frown.
Mrs. Brown : I’ve found a mouse in the house.
Mr. Brown : A town mouse?
Mrs. Brown : yes, a little round mouse. It’s running around in the lounge.
Mr. Brown : On the ground?
Mrs. Brown : It’s under the couch now. I’ll get it out.
Mr. Brown : How?
Mrs Brown : Turn the couch upside down and get it out somehow. We don’t want a mouse in our house.
5. The next sound is /əu/ a combination of /ə/ and /u/ as used in slow, snow, bone, and coat.

Are you going to the boat show?

Mm—don’t know may be I’ll go with Bob.

Does Bob have a boat?

This sound should not be confused with the vowel sound/ ə:/ Listen to the minimal pairs.

Don’t burn the bone.

Order the fern over the phone

Bert bought a new boat.

The flirt float in her dreams

6. The next diphthong is / iə / a combination of /i/ and /ə/ as used in ear, dear, tear and atmosphere.

Listen to the conversation of an old couple:

Man : Dear, there’s a tear in your eye.

Woman : I can’t hear. But there’s a bee in your beer.

Man : Cheers, dear, I’ve been hearing that joke about a bee in my beer for nearly sixty years.

7. The next diphthong is /eə/ as we hear in chair, square, Mary, where, pair and hair
Listen to the dialogue paying particular attention to the target sound:

Mary : I’ve lost a pair of hair clips.

Claire : Have you looked everywhere?

Mary : Yes, they are nowhere. They aren’t anywhere.

Claire : Hm, Are they square Mary?

Mary : Yes, why?

Claire : Well, you’re wearing one of them in your hair and the other is under the chair.

Listen to the minimal pairs/ɪə/ and /ɛə/

He cheered sitting on the chair.
The beer does not taste good to the bear
Here you can buy hair clips.
Dear, how dare he is!

8. The next diphthong is /uə/ a combination of /u/ and /ə/ as used in sure, pure, tour, cure and jury

Most of these words are wrongly pronounced. Learn to articulate them correctly.
CONSONANTS IN ENGLISH

English language has 24 consonant sounds.

They are grouped as

1. Plosives

<table>
<thead>
<tr>
<th>p</th>
<th>Pen, poppy, happy, cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Bat, lobby, baby, cab</td>
</tr>
<tr>
<td>t</td>
<td>Tap, potato, cart</td>
</tr>
<tr>
<td>d</td>
<td>Dog, wind, cord</td>
</tr>
<tr>
<td>k</td>
<td>Cap, kite, take, cake</td>
</tr>
<tr>
<td>g</td>
<td>Goat, baggage, leg</td>
</tr>
</tbody>
</table>

Listen to the target sound/p/ in the following:

Excuse me, Could you please help me?

How can I help you?--- Oh you want your parcel up there?

Put it on the pile of newspaper please.

Thank you

Listen to the conversation between Bob and Barberra:

Bob : Hi, Barberra
Barberra : Hi Bob, It’s my birthday today.
Bob : Oh! Your Birthday! er Happy birthday Barberra.
Barberra : Thanks Bob. My brother gave a book and some birds.
Bob : Good, bye, bye
The next pair of sounds is /t/ and /d/

*Listen to the minimal pairs*

| Sent - send | Car t - card | Write - ride | Train - drain | Too - do |

*Listen to the words ending in ‘ed’.* They have three different pronunciation.

If ‘ed’ comes after a vowel or a voiced consonant sound, we add ‘d’ alone

**Eg:** played, snowed, filed, stayed

If ‘ed’ comes after an unvoiced consonant, it is pronounced with ‘t’ sound.

**Eg:** brushed, pushed, watched, laughed and walked

If ‘ed’ comes after the sounds /t/ or /d/, we use /id/

**Eg:** wanted, painted, shouted, landed, added

i) He **painted** his room and then **cleaned** it (id, d)

ii) He **pushed** the stones and then **pulled** the car (t, d)

iii) The child **cried** and then **laughed** (d, t)

The next pair of sounds is /k/ and /g/

Listen to the sound

*Can I have a couple of more of your **caramel** cookies please?*

*Of course you can.--- And some of my chocolate **cake**?*

*No thanks. I like **cake** but I don’t like chocolate*
Listen to the minimal pairs

| Coat  | goat |
| Curl  | girl |
| Class | glass |
| Back  | bag  |
| Crow  | grow |

2. Fricatives.

| f   | Fan, leaf, laugh, beautiful |
| v   | Van, vine, save, cave, five |
| θ   | Thin, thick, mouth, something |
| ð   | Those, feather, weather, breathe |
| s   | Sea, sweet, busy, grass, cross |
| z   | Zoo, zebra, prize, buzz |
| ʃ   | Shoe, ship, national |
| ʒ   | Pleasure, measure, vision, collision |

Listen to the sound /f/

It’s only four. We’ll finish at five, Mr. Frank.

Well, put these files, on the floor upon the shelf, Mr. Frank

Listen to the sound /v/

Have you ever been to Venice?

No, never, but I’ve heard you’ve just come back.

Yes, very beautiful.
Listen to the description and note the sound /v/

A farmer named Victor is arriving at a village. The village is in a valley. Victor is driving a van. It’s the seventeenth of November. It’s a fine day but it’s very cold. The leaves from the branches have fallen down on the road.

The next pair of sound is /θ/ and /ð/

What do you think of the new theatre?
I think it’s good, it costs thousands to rebuild it.

The next pair is /s/ and /z/

Seal zeal

We have trouble in producing the /z/ sound. Either we use /s/ or /dz/

If an ‘s’ sound comes after a vowel sound or a voiced consonant, it sounds like an ‘z’ sound

Eg: Easy, eyes, legs, eggs, days

If the ‘s’ sound comes after voiceless consonant, the word takes only an ‘s’

Eg: taps, locks, looks, cops

We also confuse the sounds /s/ and /ʃ/

The sea was rough but the ship sailed by?
The shop is closed but soon it will open

Let’s listen to more of the sound /ʒ/

Dad what rhymes with the word ‘explosion’?
Erosion.
What about confusion, and television?
Yes, also decision, revision and precision
Thank you dad
Africates:

<table>
<thead>
<tr>
<th>/tʃ/</th>
<th>Church, batch, nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>/dʒ/</td>
<td>Judge, age, soldier.</td>
</tr>
</tbody>
</table>

The next pair is /tʃ/ and /dʒ/.

Listen to the minimal pairs:

<table>
<thead>
<tr>
<th>Cheap</th>
<th>jeep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choke</td>
<td>joke</td>
</tr>
<tr>
<td>Rich</td>
<td>ridge</td>
</tr>
<tr>
<td>Cherry</td>
<td>Jerry</td>
</tr>
<tr>
<td>Larch</td>
<td>large</td>
</tr>
</tbody>
</table>

Let’s listen to more of /tʃ/:

Lovely little chapel
The wedding bells are chiming
Do you think they are a good match?
Good question!
She’s a chess champion and he’s a chairman

3. The next group of sounds are the Nasals /m, n, ŋ/:

<table>
<thead>
<tr>
<th>/m/</th>
<th>Man, mile, remember, home, summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>/n/</td>
<td>Nile, nine, prison, garden, agency, banana</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>Wing, king, sing, eating, thing.</td>
</tr>
</tbody>
</table>
Minimal pairs /n/ and /ŋ/

<table>
<thead>
<tr>
<th>Win</th>
<th>wing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thin</td>
<td>thing</td>
</tr>
<tr>
<td>Ban</td>
<td>bang</td>
</tr>
<tr>
<td>Run</td>
<td>rung</td>
</tr>
<tr>
<td>Ron</td>
<td>wrong</td>
</tr>
</tbody>
</table>

Listen to more of /ŋ/ sound.
The aeroplane’s wing is broken. So it is landing.
What are you planning for the holidays?
I’m just thinking of lying in the sun, eating and relaxing.
Oh it is interesting.

4. The other sounds are /w/, /h/, /r/, /l/ and /j/. /w/ is used in we, wet, west, wine, William, Walter, water and what.

The sound should be produced with a rounded voice and should not be mixed with /v/ sound.

Minimal pairs /v/ and /w/

<table>
<thead>
<tr>
<th>Vine</th>
<th>wine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vet</td>
<td>wet</td>
</tr>
<tr>
<td>Veal</td>
<td>wheel</td>
</tr>
</tbody>
</table>

The sound /r/ is used in right, wrong, fry, grass and road.

If the sound comes at the end as in CAR, we only say /ka:/ and not /ka:r/.
But if the word is followed by a vowel sound, the /r/ is pronounced.

The car is parked under the tree.
The water is in the jar.

Cars -- calves

The next sound is /h/ as used in hill, heel, hospital, hear and behave

In rapid spoken English, the words are linked and the sound /h/ disappears in the weak forms like; he, him, has, had, have.

We say,

[I’ve got a pen] and not [I have got a pen]

[They’d seen a comet] and not [They had seen a comet]

The next sound is /l/ as used in lark, line, lamb, Oliver, lily and olives.

Do you like marshmallows?

Yes they are lovely, I also like lollipos.

The next sound is /j/ as we hear in yellow, you, year, use, yolk.

Did you use a computer when you were young?

No, there weren’t any computer when I was young.

The 12 vowel sounds, 8 diphthongs and the 24 consonant sounds shall help to pronounce English in the correct way and help in communication.
CONSONANTS

Exercises to practise consonant sounds

A. Read the following sounds aloud. You may hear one particular sound getting repeated in all the words. Identify the sound:

1. Sing
2. Scent
3. Century
4. Ceremony
5. Cent
6. cement
7. Press
8. City
9. Scene
10. cell

The sound we hear is /s/. The letters may be different but the sound is same.

B. Read the following words aloud. All words have one letter (s) in common. Listen to the words as they are articulated.

1. Sugar
2. Sea
3. Expression
4. Vision
5. Music
6. Shuttle
7. Sufficient
8. Sure
9. Mission
10. Measure
The same letter ‘s’ has different sounds in the different words:

Eg: She sells the sea shells on the sea shore

Identify the words which are pronounced alike.

C. You now listen to a short passage. Underline the correct word that would fit in the blank. Identify the sound used.

The sea/she is very rough. A ship/sip is sailing in the sea. The fishermen are busy/bushy trying to drag the boats to the shore/soar. The children are collecting shells/sells from the shore, and the women are selling/shelling the catch.

APPENDIX 3

Minimal pairs Discrimination

Exercise I

You may now listen to some words. Try to identify the one difference in their pronunciation:

Palms balms
Peel heel
splendour slender
eel heal
ship sheep

Exercise II

Some minimal pairs will be read out in Two columns A and B. Then one among them will be repeated. Identify the one that is repeated. Fill in the blanks with the correct word.
## Topic - Listening

### Exercise III

A list of minimal pairs are given. Listen to the word and tick what you hear:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beard</td>
<td>bird</td>
</tr>
<tr>
<td>Ball</td>
<td>bowl</td>
</tr>
<tr>
<td>Money</td>
<td>man</td>
</tr>
<tr>
<td>Nut</td>
<td>net</td>
</tr>
<tr>
<td>Sit</td>
<td>seat</td>
</tr>
</tbody>
</table>

### Exercise IV

You will hear few sentences read out. Listen, identify the context and fill in with the correct words:

Rice is the staple food of south Indians. It does not grow in high altitudes. The soil should be always wet. Cakes are made from its flour.
1. The truck sounded the horn very loudly and our ear drums were almost torn.

2. Seeing a lock on the door, I returned without a knock.

3. The horse is in the stable and its staple food is oats.

4. The shirt is short and so I cannot wear it.

5. The bunch of roses was put in the bench.

Appendix 4

Processing syllables.

Exercise I Syllable recognition:

Listen to the monosyllabic words and write them down:

i) Can, van
ii) Bun, but
iii) Cap, cab
iv) Pin, bin
v) Cub, rub.

Exercise II

Listen to the words in the worksheet and identify the syllables that are repeated in more than one word:

a) Physics, mechanical, consumption, grammatical, connect
b) recognition, contribute, simple, attribute, contend.
c) Exercise, economical, surprise, endorse, engage
d) Enumerate, numeracy, precipitate, manufacture
Exercise IV

Listen to the dialogue and identify the syllables that are stressed:

Doctor : How long have you been dieting?
Patient : I’ve been dieting for about a month.
Doctor : And have you been exercising?
Patient : Yes, I’ve been working out every day.
Doctor : And what have you been eating?
Patient : I’ve been trying to eat healthy food. I’ve been eating a lot of vegetables but I have n’t been having any dissert.

Exercise : v

Listen to the consonant clusters and write them down as you listen to them:

i) Triangle  ii) treasure  iii) spoon  iv) scratch  v) scream  
vi) smog  vii) horn  viii) school  ix) spear  x) strings

Appendix 5

Exercise I

Listen to the script and fill in the missing words:

Ice cream is eaten all over the world. Many years ago it was eaten only by rich people. Ice cream cones are invented a long time ago. They are made with flour and sugar. More ice cream is consumed in the United States than in any other country.
Exercise II

You may now listen to a passage. Write down only the words with prefixes and suffixes:

The Loure pyramid

The Loure pyramid in Paris is made of glass and given an appearance of a light object. The beautiful structure is in contrast to the majestic Loure museum which gives a symbolic meaning. It is in such an unexpected shape in this urban context. To build a remarkable pyramid with new materials and technology is a completely surprising effect. This significant building close to the historical site is very attractive. Two contradictory things are made to stand side by side to complement each other.
Appendix 6

Recognising Words

Exercise I: You may now listen to some sentences. Listen to them carefully and write them down:

i) We interviewed ten people for the job.

ii) People send their children to private schools.

iii) This young lad went to a firm for an interview.

iv) We moved down from London ten years ago.

v) My grandmother was a young girl at the time of India’s independence.

Exercise II

Exercise on Elision

Listen to the words and expressions as they are used. Write them down as you listen:

i) First batch of students.

ii) Cost effective programme.

iii) Bold venture by him.

iv) Lost penny was found.

v) Came on a cold day.

vi) They aren’t coming.

vii) Ravi isn’t doing it.

viii) She isn’t dancing.
Exercise III

A list of familiar words (Chunks) and their phonetic transcription is given. Listen to the way they are used and repeat them. (Taken from Penny Ur, Teaching Listening Comprehension, 1984, Pg. 46)
Exercise IV

Listen to the sentences and fill in the gaps: (Unstressed syllables)

i) I started my job here last September, so I’ve been here about seven months.

ii) The police are calling for clear guidelines after the old man complained about the teenager.

iii) The boy had tried to rob the old man of his purse because he was hungry.

iv) J.K Rowling is one of the most successful writers. She’s sold more than 10 million copies and her books are made into movies.

v) I’ll talk about the new computer programme we’re using and I’ll explain how to log on.

Appendix 7

Importance of Intonation.

English has the rise and fall of tone in connected speech. For

i) Checking information - Rising intonation

ii) Yes / No question - Rising intonation

iii) Expecting agreement - Falling intonation

iv) ‘Wh’ question - Falling intonation

v) Statement - Falling intonation.

Exercise I Read the following extracts and decide whether you think the speaker’s intonation will rise or fall:
i) She has the right qualification, doesn’t she?
ii) His performance hasn’t improved, has it?
iii) You didn’t check your files, did you?
iv) It’s quite hot, isn’t it?
v) Thank you for coming.
vi) Can you come with me for a walk?
vii) Do they go for fishing?
viii) Where is the supermarket?
ix) How much does this cost?
x) Is this his office?

Appendix 8

Some words undergo contractions in spoken form. You may now listen to a conversation. Identify what the speaker has said and fill in the blanks.

Exercise I

Customer : Excuse me, What’s this?
Salesman : It’s kitchen gadget.
Customer : What’s it used for?
Salesman : We have a lot of gadgets. It’s been used for cutting vegetables.
Customer : Can’t it cut yam?
Salesman : Oh! It’s a chef helper. It’s been in market for only two months.
Customer : Who’s the manufacturer?
Salesman : I think it’s Olympic Kitchen Mate.
Customer : Oh! That’s it. It’s a very popular company.
Salesman : Thank you for your visit.
Exercise II

Listen to the sentences and as you listen, choose the correct word that fits in the gap:

Exercise to practice processing of Indirect speech

A. Identifying *had / would* in spoken form:

Listen to the sentences when they are read and try to identify the shortened verb:

1. He said he’d write to me later.
2. My friend said he’d written to me already.
3. She said she’d lost her ID card.
4. The teacher said he’d try to find it.
5. Arun reported they’d completed the assignment.
6. Bharath said he’d complete by tomorrow.
7. The mechanic said he’d repair the car the next day.
8. The owner said he’d already paid the repair charges.

B. Listen to the short dialogue and identify the grammatical structure:

Dialogue between Ravi and an Investigating officer:

**Officer** : Mr. Ravi, tell us what you’d seen.

**Ravi** : Sir, I’d gone out for shopping when I heard a loud noise. I looked around. I thought I’d see a dead body.

**Officer** : What did you see?

**Ravi** : Oh! Nothing serious. Some boys’ d been rehearsing their college skit. Before that I’d called the police.
Officer : We warn you that you’d be careful in future

Appendix 9

Identifying mistakes

Take a look at the picture and listen to its description. Some sentences are true and some have factual mistakes. Identify the sentences that are incorrect and try to correct the facts.

The Great Pyramid in Egypt attracts lots of tourists from some parts of the world. The Sphinx in front has completely covered the pyramid. All tourists belong to the same country. Some of them are wearing hats which look alike. A man is drinking water and he appears to be thirsty. The man in green shirt is taking a picture of the Sphinx. All of them are admiring this great piece of architecture. The nose of the Sphinx is very blunt and appears to be broken.
Appendix 10

There are four pictures. You hear the description of one of the pictures. Identify the picture from the description:

The colour of pink is very attractive. The young woman is at her computer. She is not sending Emails but is very busy at her work. May be it is late and she has to complete her assignment and go home. Her eyes look tired but she does not show them out. She has no time to call people over the phone. She appears worried and tensed and so can not sit comfortably. She has straight hair and it is blond. She must be an English lady.
PART II

Task based listening exercises:


Discuss on the weather conditions in different parts of India.

Let us now Listen to the weather forecast in the different parts of India.

Good Evening, Due to the depression lying off the north of Bay of Bengal, there is likely to be heavy rain in parts of Andhra Pradesh and coastal Tamilnadu. In the North, in N.Delhi and Punjab, the day will be dry but cloudy at times. Jammu and kashmir shall have heavy snowfall. It will be cloudy and windy in the parts of North east with intermittent rains whereas it will be generally dry in the north west and the west. That is the end of the weather report.

i) What will the weather be in

a) Chennai
b) Srinagar
c) Mumbai
d) New Delhi

ii) Identify the words used to describe weather.

a) b) c)

iii) How will you prepare yourself if you are visiting Visahapatinum?

iv) What advice would you give to your friend who is going for acamp to Srinagar?

v) Pick up a conversation with your friend on the day’s weather.

(some of these words could be used: lovely, beautiful, gorgeous, wonderful, nice, hot Nasty day, dreadful etc.)
Exercise II

Enquiring about a course

Objectives: To help students understand and follow someone giving information about dates, numbers, prices etc which are very important.

Listen to the dialogue:

Receptionist : Good Morning. Can I help you?
Student : Yes please. I’d like to have some information about the –erm –at the University?
Receptionist : Is that a summer course you’re interested in?
Student : Yes, yes please.
Receptionist : Yes, fine, ok well we have –em- short intensive full time courses in summer
Student : Mm –mm I would like to know the length of the course.
Receptionist : yes, each course lasts for three weeks.
Student : How many hours per week , please?
Receptionist : It’s about 23 hours per week, usually five days a week.
Student : You must be having lot of students in the class, haven’t you?
Receptionist : Around 15 students
Student : Fifteen! Could you please give the dates of the course?
Receptionist : Yes, certainly. It begins on 3rd July and lasts until 20th July.
Student  :  What about the fees per course?
Receptionist  :  Each course costs 150 pounds plus vat which is 15% and a 5 pound registration fee.
Student  :  And deposit please?
Receptionist  :  Yes, for each course we collect a deposit of 20 pounds.
Student  :  Thank you. Do we have to find our own accommodation?
Receptionist  :  No. We can do that for you. We have a lady who arranges accommodation for you with Oxford families.
Student  :  How much does it cost?
Receptionist  :  Well, you can choose to have bed and breakfast only which is 20 pounds a week or bed, breakfast and dinner which is about 27 pounds a week.
Student  :  Thank you very much.
Receptionist  :  You’re welcome.

Based on the conversation, fill in the exercise with the correct information:

Length of the course:  ------------

Length of the course in a week-----------days ------- hours

No. Of students in class -----------

The course commences on ----------- and ends on -----------

Fees ----------- vat-------- registration-----------

Deposit ---------

Is accommodation provided? ---------

Role play: You are interested in joining the course. Call the lady who arranges accommodation and book one based on the information given.