



THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
SCHOOL OF DISTANCE EDUCATION
Hyderabad-500007

POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH
PHONETICS AND SPOKEN ENGLISH

ASSIGNMENTS 2017-2018

(Total number of pages: 12)

Use your own paper (***only those of A4 size***) to do Assignment I. For descriptive questions, please note that the answers should not exceed one page (250-300 words). Analyze and understand the questions properly before you start answering and answer them to the point. Avoid giving any background information, which have no relevance to the question asked. Remember that *Phonetics* is a technical subject and you will always do well if you are precise. **Whenever a solved example is provided to you, you are expected to follow the same format in your answers as well.**

Assignments 2, 3, 4 and 5 are to be answered in the space provided. No additional sheets must be attached to them. Make sure that you write your Roll No. on all the sheets, as they often get detached during transit.

If you have any queries in Phonetics, you can write to the Monitor of this course at anish@efluniversity.ac.in or call at 040-27689643. You can also post your queries on the blocks and discuss issues with your peers (except the Assignment questions, of course) at <http://pgctephonetics.blogspot.in/>.

Assignment I
(Based on Block I)

Answer the following questions in MAXIMUM 250-300 words each/one-side of an A4 page. Lengthy discussions with little relevance to the questions asked will be penalized. Remember to provide appropriate examples and diagrams, wherever necessary.

1. There have been historically two major approaches to teaching pronunciation: *the intuitive-imitative approach* and the *analytic-linguistic approach*. An *intuitive-imitative approach* depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information, presupposing the availability of good models to listen to. An *analytic-linguistic approach* utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation and production. Which of these two approaches would you prefer to use in your classroom and why?
2. What do you understand by the following statement: "*One principle governing the use of phonetic symbols is that there should be one symbol for every sound, the number of letters in ordinary spelling is simply irrelevant.*"
3. Look at the following set of words: *ellipse, ellipsis, criticism, rephrase. Are the underlined sounds **voiced** or **voiceless** in these words? Discuss what is exactly happening at the larynx in the production of each of these underlined sounds.*
4. Look at the following words, and discuss in detail, how the entry of air to the nasal cavity is controlled for the articulation of the underlined sound?

(a) take /tek/

(b) tame /tem/

5. Group the following set of words on the basis of the vowel they share. Make as many groups as you think are necessary. Some words may not belong to any group. List them separately as single member groups. Also tell us for each group, which vowel they share, that is, give us the IPA symbol of the vowel.

pace, peck, poll, puss, put, page, pulp, poach, puke, plate, pod, plum, peer, purse, point, pot, port, pack, phone, plow, pub, porn, pole, porch, pounce, pair, pray, pearl, prey, post, pose, puck, prose, press, pad

6. Give two sets of minimal pairs contrasted on the basis of the following sounds. The first one has been solved for you. Remember that when we talk of minimal pairs, the only consideration is the pronunciation and not the spelling.

Note: Minimal pairs are pairs of words in which a difference in meaning depends on the difference of one phoneme. Eg: bit /bɪt/ ~ bet /bet/; fit /fɪt/ ~ feet /fi:t/.

(i) /ɪ/ and /e/: bit, bet; miss, mess

(ii) /ɔɪ/ and /eɪ/

(iii) /ʊ/ and /ɜ:/

(iv) /ɑ:/ and /ɪə/

(v) /i:/ and /e/

(vi) /aɪ/ and /æ/

Assignment II
(Based on Block II)

Note: Answer all the questions in the space provided and return the sheet to us. Do not use any extra sheets for this assignment.

1. Mark the **tone-group** boundary (| or ||), the appropriate **intonation** on the nucleus, and stress on other accented syllables, in the following passage. All punctuation marks, except the sentence-final ones, have been removed.

Next morning instead of waiting for a bus that might never come he jogged from Sea Point to the city along the main road taking pleasure in the soundness of his heart the strength of his limbs. There were already scores of people queueing under the sign hervestiging-relocation it was an hour before he found himself at the counter facing a policewoman with wary eyes. He held out the two train tickets.

'I just want to ask if the permit has come through.'

She pushed the familiar forms towards him.

'Fill in the forms and take them to E-5. Have your tickets and reservation slips with you.'

She glanced over Kevin's shoulder to the man behind him.

'Yes?'

'No,' said Kevin struggling to regain her attention.

'I already applied for the permit. All I want to know is has the permit come?'

'Before you can have a permit you must have a reservation! Have you got a reservation? When is it for?'

'August eighteenth. But my mother-'

2. In the following sentences, mark the **intonation** you think is appropriate for the attitude/feeling expressed in the bracket. Note that the choice of the tonic syllable must be the same across the three sentences. (Punctuation marks have been deliberately removed)
 - a. He slept in the alley in a cardboard box (*Exclamation*)
 - b. He slept in the alley in a cardboard box (*Apologetic*)
 - c. He slept in the alley in a cardboard box (*Doubtful*)

3. Function words usually receive no stress. When stressed the function words appear in what is known as their strong form. In the following passage, **underline** all the function words. **Circle** any of the function words in the passage that appears in its strong form.

'August eighteenth is a month away! If you applied for a permit and the permit is granted, the permit will come, the permit will be sent to your address! Next!'

'But that is what I want to know! Because if the permit isn't going to come I must make other plans. My mother is sick-'

The policewoman slapped the counter to still him.

'Don't waste my time. I am telling you for the last time, if the permit is granted the permit will come! Don't you see all these people waiting? Don't you understand? Are you an idiot? Next!'

She braced herself against the counter and glared pointedly over Kevin's shoulder.

'Yes, you, next!'

But Kevin did not budge.

He was breathing fast, his eyes stared.

Reluctantly the policewoman turned back to him, to the thin moustache and the naked lip-flesh it did not hide.

'Next!' she said.

An hour before dawn the next day Kevin roused his mother and, while she dressed, packed the cart, padding the box with blankets and cushions and lashing the suitcase across the shafts.

4. Mark primary and/or secondary stress in the following words. Also give us the word in its conventional English spelling. Mark stress on the transcribed word in Column A, and give the conventional spelling of the word in Column B. The first one is solved as an example for you. (**Please turn the page for the exercise**).

Roll No.

	A	B
S.No.	Stress-marked word	Spelling
1.	/,semikən'dʌktə/	semiconductor
2.	/dɪtektəbəl/	
3.	/mænɪkɪnz/	
4.	/saɪdeɪʃn/	
5.	/vɪsɪnɪti/	
6.	/spekjələtɪvli/	
7.	/eərɪnəs/	
8.	/ɑ:tɪkjələɪtɪd/	
9.	/kæməflɑ:z/	
10.	/hɪndrənts/	
11.	/pɜ:pɪtju:ɪti/	

5. Discuss the following statement, telling us whether and why you agree or disagree with the proposition: *Many pronunciation teachers claim that a learner's command of segmental features is less critical to communicative competence than a command of suprasegmental features, since the suprasegmentals carry more of the overall meaning load than do the segmentals*

Roll No.

Assignment III
(Based on Block III)

Note: Answer all the questions in the space provided and return the sheet to us.

1. Transcribe the following words, mark stress (both primary/secondary as applicable) and show the syllable structure of each syllable. The first one has been solved as an example.

S.No.	Word	Transcription	Syllable structure
a.	tamper	/'tæm-pə/	CVC-CV
b.	agrarian		
c.	contentment		
d.	atrocious		
e.	pharmacology		
f.	commemorate		
g.	nonalcoholic		
h.	anthologize		
i.	oversimplify		
j.	amphibious		
k.	covetously		

2. Read the transcribed word and write the spelling of the word in the column specified. Also show syllable division, by rewriting the transcribed word with a hyphen (-) in between the syllables. Mark primary and/or secondary stress where applicable. The first one has been done as example for you.

S.No.	Transcribed word	Spelling	Syllable division and stress
a.	/kɪndəɡɑ:tŋ/	kindergarten	'kɪn-də-,ɡɑ:-tŋ
b.	/kriptɪkli/		
c.	/ɪkstrævəɡənt/		
d.	/kærəmlaɪz/		
e.	/spɒntəni:əti/		
f.	/ətrəʊʃəs/		
g.	/bɪwɪldəmənt/		
h.	/mɪsaɪdentəfaɪ/		
i.	/æfəmeɪʃŋ/		
j.	/ri:ɪstəblɪʃ/		
k.	/nævɪgeɪʃŋl/		

Roll No.

3. Read the following passage and transcribe it **twice**. In the **first** transcription, you may use a dictionary and transcribe each word in its strong form as though each of the words is being read separately. Remember that this first transcription is to get you used to phonetic symbols. It is important for you to remember that IPA symbols are NOT letters of the English alphabet. So they have to be written exactly as they appear when typed. The shape of the symbols and the relative size of the symbols, the use of small and capital letters are all very significant, and therefore you must pay very close attention to all these when transcribing. Remember IPA symbols are individual symbols, and therefore DO NOT use running letters when transcribing. DO NOT add unnecessary tails and loops to the symbols unless you have seen them as part of the typed symbols. Before you attempt the **second** transcription, read Block II again, and transcribe the passage keeping in mind the notions of strong and weak forms as they would appear if the passage were being read out. Ensure that you **underline** all function words in **both** transcriptions. Mark stress wherever applicable. Make sure that your transcription is **neat and legible**.

Note: *Please use the space provided in between the lines to write your transcription. Make sure that you transcribe each word exactly below the word in its English spelling.*

TRANSCRIPTION-01

He had to coax her to get in; it took a long time.
The cart was not really big enough, he realized: it bore her weight, but she had to sit hunched under a canopy, unable to move her limbs. Over her legs he spread a blanket, then piled on that a packet of food, the paraffin stove and a bottle of fuel packed in a box, odds and ends of clothing. A light winked on in the flats next door. They could hear the waves

breaking on the rocks. 'Just a day or two,' he whispered, 'then we'll be there. Don't move too much from side to side if you can help it.' He took the shortest route, past the devastated area around the old fuel-storage tanks where the demolition of burnt-out buildings had only just begun, past the dock quarter and the blackened shells of the warehouses that had in the past year been taken over by the city's street bands.

TRANSCRIPTION-02

He had to coax her to get in; it took a long time. The cart was not really big enough, he realized: it bore her weight, but she had to sit hunched under a canopy, unable to move her limbs. Over her legs he

spread a blanket, then piled on that a packet of food, the paraffin stove and a bottle of fuel packed in a box, odds and ends of clothing. A light winked on in the flats next door. They could hear the waves breaking on the rocks. 'Just a day or two,' he whispered, 'then we'll be there. Don't move too much from side to side if you can help it.' He took the shortest route, past the devastated area around the old fuel-storage tanks where the demolition of burnt-out buildings had only just begun, past the dock quarter and the blackened shells of the warehouses that had in the past year been taken over by the city's street bands.

**Assignment IV
(Based on Block IV)**

Note: Answer all the questions in the space provided and return the sheet to us. Do not use any extra sheets for this assignment.

1. Identify the words, both in transcription and in spelling, in terms of the sequence of sounds described.

Example:

/voiceless alveolar plosive/, /front unrounded between half-close and half-open vowel/, /voiced alveolar nasal/

Transcription: /t/, /e/, /n/

Spelling: 'ten'

- a. /voiceless labiodental fricative/, /voiced alveolar lateral/, /back open unrounded long vowel/, /voiceless alveolar fricative/, /voiceless velar plosive/

Transcription:

Spelling:

- b. /voiceless alveolar fricative/, /voiceless alveolar plosive/, /voiced post-alveolar frictionless continuant/, /front unrounded short vowel between half-close and half-open/, /voiceless palato-alveolar affricate/

Transcription:

Spelling:

- c. /voiceless velar plosive/, /rounded labio-velar semi vowel/, front unrounded short vowel between close and half-close/, /voiced alveolar fricative/, /front close unrounded long vowel/, /voiced alveolar nasal/

Transcription:

Spelling:

2. Transcribe the following sentences (in the space provided). Remember to use only the weak forms of function words unless necessary to use the strong forms. Mark stress wherever applicable.

- a. He kept a smiling face to hide the strain he felt.

- b. She lay back in the thick grass and closed her eyes.

- c. They slept in an alley on a bed of flattened cartons.

3. Do as directed. Do not be confused by spellings.

a. Circle the words that contain a central vowel:

entrap censure refuse technical purse

b. Circle the words that contain a back vowel:

button war venture tenterhook store false

c. Circle the words that have a semi-vowel:

queen decay mutual humour humble law

d. Circle the words that have a diphthong:

fifth wisely lawn seat bake measles

e. Circle the words in which the letter sequence '-our-' represents a rounded vowel:

adjourn armour court discourteous fourth humour

4. Read the transcribed sentences and write it in normal English spelling. Some/all of the function words may be in their weak forms.

a. /məʊst 'ti:n,eɪdʒəz gəʊ θru: ə 'prɪəriəd əv rɪ'belɪŋ/

Answer:

b. /həʊ kən əɪ wɜ:k wɪð ði:z pə'petʃʊəl ,ɪntə'rɒpsənz /

Answer:

c. /ɪ wɜ 'vəʊtɪd ðə məʊst 'prɒmɪsɪŋ 'nju:,kɒmə fə ɪz pɑ:t ən ðə 'mu:vi/

Answer:

5. Mention the allophonic variant of each of the sounds represented by the **bold-faced** and underlined letter in the following words, in the given square brackets.

- (a) **p**aralysis [] (b) Sept**e**mber []
 (c) **k**inetic [] (d) sli**d**e []
 (e) guer**i**ll**a** [] (f) micr**r**obe []
 (g) mi**l**eage [] (h) or**r**ient []

Assignment V
(Based on Block V)

Note: Answer all the questions in the space provided and return the sheet to us. Do not use any extra sheets for this assignment. Please note that if a morphophonemic process has been discussed in detail in the block then you need to identify the specific process and not just the generic – for example, it is not sufficient to say there is ‘assimilation’, you need to identify which specific type; also in the case of different kinds of deletions.

- I. Read carefully the following two sentences transcribed from the actual speech of speakers of English and identify at least **three** morphophonemic/phonological changes in terms of various morphophonemic/phonological processes like *assimilation, dissimilation, epenthesis, metathesis, syncope, apocope* etc. in each of the sentences. Put numerical superscripts on the word corresponding to your answer as done below. When talking of a particular process, make sure you mention the word where it occurs. Follow the model of the given **example** when answering. Please underline the relevant word and correctly use the same superscript number as demonstrated in the example.

a. [i¹ fi:tz ð pə'li:s ə r ə'baʊt tə sɒtʌ ðə 'mɪsɪŋ tʃaɪtʌ k^heɪs]

(1) [EXAMPLE] *the **loss/absence** of the / h / in the word ‘**he**’ [i] is an instance of **apocope**.*

(2)

(3)

(4)

b. [ð fʌn ɪŋ 'gɑ:dŋɪŋz tə 'nevə ə'sju:ŋ fə'revə wɒts 'gəʊɪn tə k^hʌm ʌp]

(1)

(2)

(3)

Roll No.

II. Answer the following and give reasons for your answer in the space provided. When giving reasons, do not give us the definition of the process but show how the given example is an instance of that process.

a. The use of the form 'access' in '*They have access to the files*' and '*They access internet on the phone*' is an example of _____

WHY? _____

b. The use of the form 'waste' in '*He wasted his time in the meeting*' and '*The food was wasted because of improper planning*' is an example of _____.

WHY? _____

c. The pronunciation of 'terrible' as [tɛrəbəl] would be an instance of _____.

WHY? _____

d. The pronunciation of 'connection' as [kən'nekʃn] is an instance of _____.

WHY? _____

