

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 605



SCHOOL OF DISTANCE EDUCATION

POST-GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

THE PHONETICS OF ENGLISH
ASSIGNMENTS – 2017-2018

Assignment I
(Based on Block I)
(Total number of pages: 5)

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

I. Transcribe the following words phonemically, and for each word list the *fortis* and *lenis* phonemes in the respective columns.

s.no	word	my transcription	correction	<i>fortis</i> phonemes	<i>lenis</i> phonemes
1.	emboss				
2.	emphasis				
3.	gypsum				
4.	weakness				
5.	impart				
6.	present				
7.	major				
8.	texture				
9.	ozone				
10.	paddle				

I. What phonetic property distinguishes each of the following pairs of sounds (e.g. [d] & [d̥]: voicing; [d] & [d̪]: place of articulation; [d] & [dʰ]: manner of articulation)? If there is more than one phonetic property that distinguishes the pair of sounds, then mention them.

1. [ɨ̃] & [ɨ]: ()
2. [t̪] & [t]: ()
3. [ɔ:] & [ɔ̃]: ()
4. [ʃ] & [ʒ]: ()
5. [w] & [ʍ]: ()
6. [l] & [ɫ]: ()
7. [ʊ] & [u:]: ()
8. [ə] & [ə̃]: ()
9. [ç] & [ʃ]: ()
10. [p̪] & [m]: ()
11. [u:] & [ü:]: ()
12. [h] & [ɦ]: ()
13. [d̪] & [θ]: ()
14. [p̪] & [pʰ]: ()
15. [g̪] & [g_]: ()

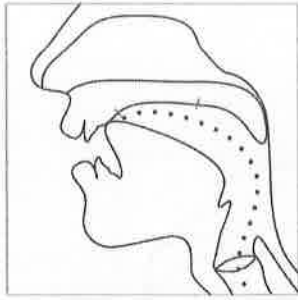
II. Match the diacritic marks with the description of what each represents.

1. [ˈ]: () accented syllable
2. [̃]: () nasalised
3. [ː]: () a short vowel reduced
4. [̆]: () advanced
5. [̣]: () nasal release
6. [̤]: () dental or labio-dental

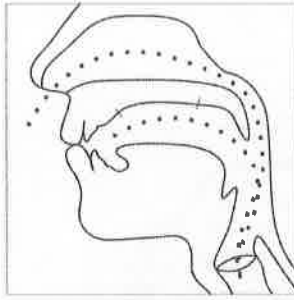
- 7. [ː]: () longest vowel
- 8. [̚]: () unexploded or unreleased
- 9. [˞]: () post-alveolar, and also for retracted
- 10. [ʰ]: () aspiration

III. Study the two figures and identify the sounds that are being articulated. Write the phonetic symbol in the space provided and give an example for the occurrence of the allophonic variant in a word.

1.

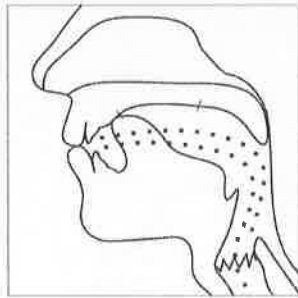


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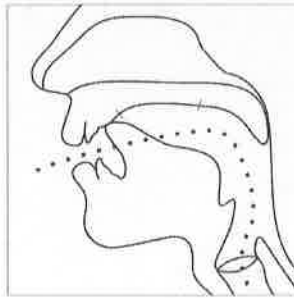


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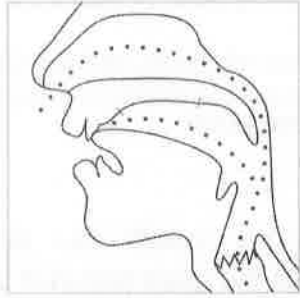


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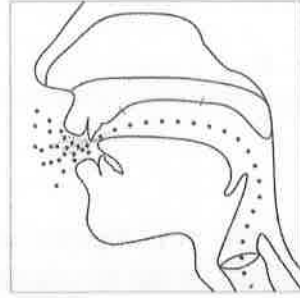


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3.

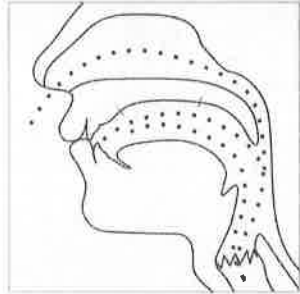


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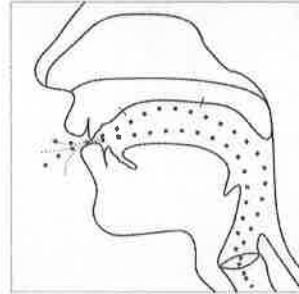


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4.

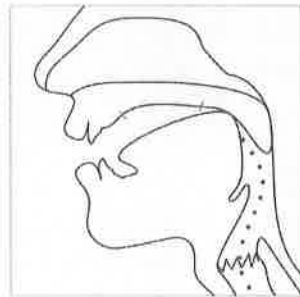


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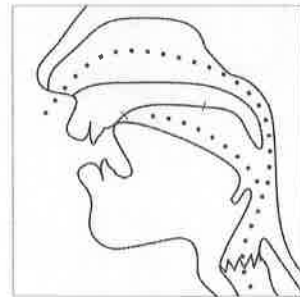


[]

5.



[]



[]

IV. Give the allophonic variant of the letter/letters underlined.

1. ahead
2. strange
3. seventh
4. enraptured
5. harmful

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THE PHONETICS OF ENGLISH
ASSIGNMENTS – 2017-18
Assignment II (Based on Block I)
(Total number of pages: 5)

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

I. For the plosive in question, describe the three stages in a few words.

1. locked door / lɒkt dɔː / (i) I stage: _____
/ t / (ii) II stage: _____
(iii) III stage: _____

2. top boss / tɒp bɒs / (i) I stage: _____
/ p / (ii) II stage: _____
(iii) III stage: _____

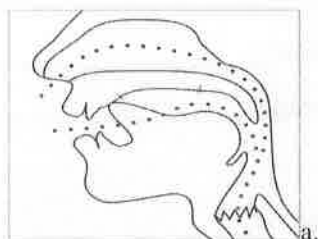
3. cried loudly / kraɪd laʊdli / (i) I stage: _____
/ d / (ii) II stage: _____
(iii) III stage: _____

4. big cake / bɪg keɪk / (i) I stage: _____
/ g / (ii) II stage: _____
(iii) III stage: _____

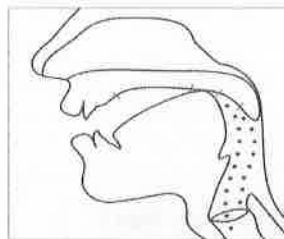
5. black day / **bælk deɪ** / (i) I stage: _____
 / **d** / (ii) II stage: _____
 (iii) III stage: _____

6. small teeth / **smɔ:l ti:θ** / (i) I stage: _____
 / **t** / (ii) II stage: _____
 (iii) III stage: _____

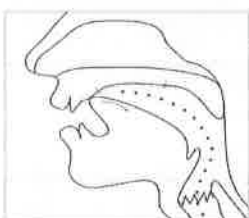
II. Study the following figures carefully and identify the allophonic variant which each figure represents. Write the phonetic symbol and the three term label in the space provided.



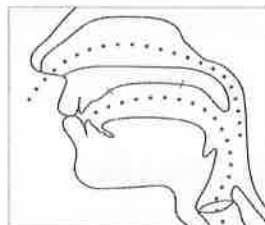
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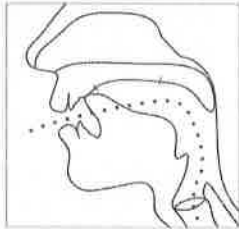
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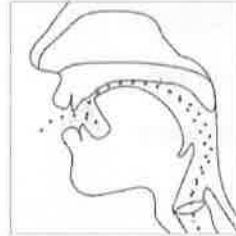
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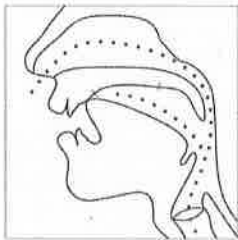
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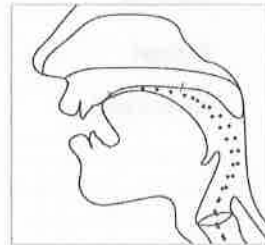
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[]



[]



[]

III. Transcribe the following words phonetically, both consonants and vowels

1. sleep tight []
2. character []
3. swell day []
4. preach []
5. right mind []

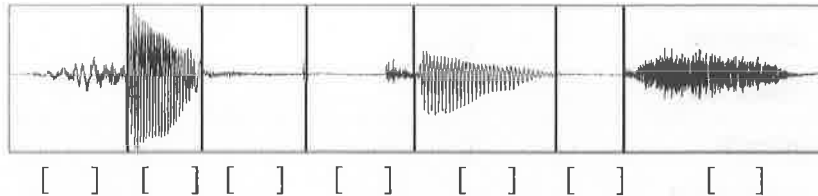
- 6. bad natured []
- 7. triumph []
- 8. behind []
- 9. enrage []
- 10. in there []
- 11. []

IV. Provide a phonemic and a phonetic transcription for the following words:

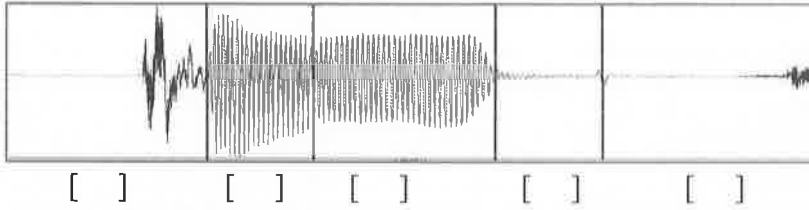
- 1. **Bottom** / / ; []
- 2. **Batman** / / ; []
- 3. **button** / / ; []
- 4. **tempt** / / ; []
- 5. **hotcakes** / / ; []

V. Match the same words (given in question IV.) with the speech waves given below, i.e. for each word identify the speech wave which represents it. Label the segments in the speech wave with the appropriate phonetic symbols to represent the allophonic variants. Give a three term label for each variant and indicate the coarticulatory effect which produces that particular allophone.

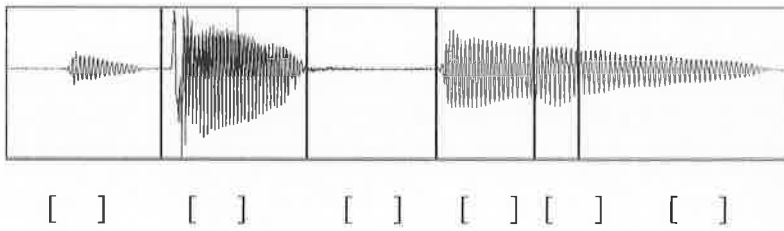
1. _____



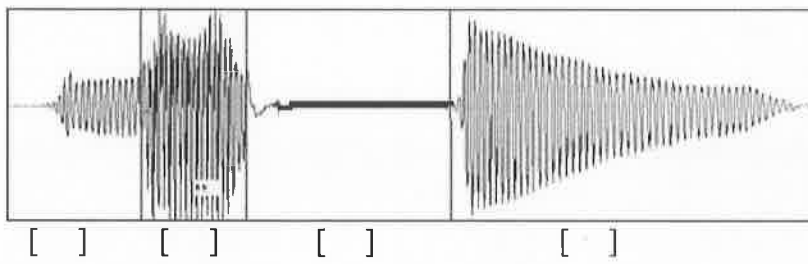
2. _____



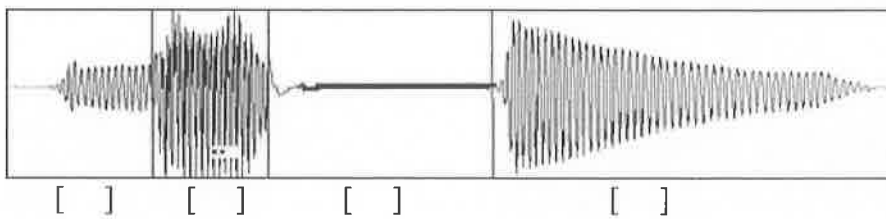
3. _____



4. _____



5. _____



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Assignment III (Based on Block II)

(Total number of pages: 10)

I. A. Give the internal structure of the syllables in the following words.

splendid	anthem	reject	forsake
scream	flirt	petal	station

1.

2.

3.

4.

5.

6.

7.

8.

II. Transcribe and syllabify the following words. Look at the structure of each syllable and identify the onsets and codas for each syllable. State whether they are open or closed syllables

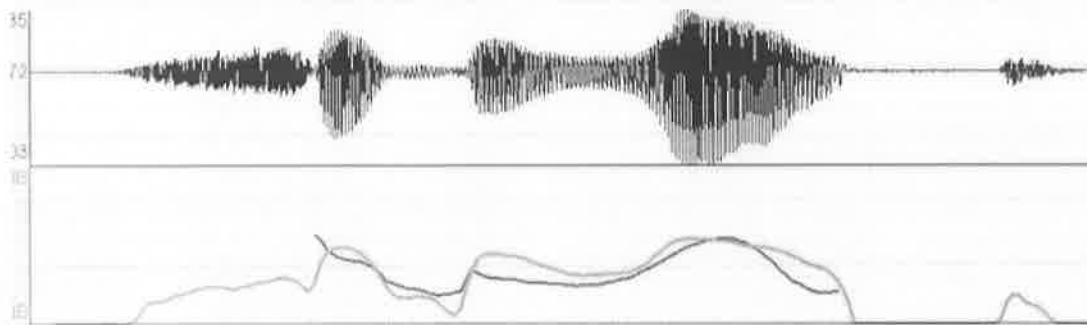
Word	Onset	Rhyme	Open	Closed
campus				
construction				
pamper				
practical				
present				
prevention				
programme				
radiate				
Tuesday				
violence				

III. Write short notes on the four factors that contribute to word accent.

IV.1.

Look at the speech wave given below. The speech wave is followed by two text grids. Examine the data given in the text grids and choose the correct text grid to match the speech wave and explain the basis on which the choice was made. The tier number 3, 4 and 5, correspond to pitch, intensity and duration respectively.

Speech wave of the word *cigarette*.



Text grid A

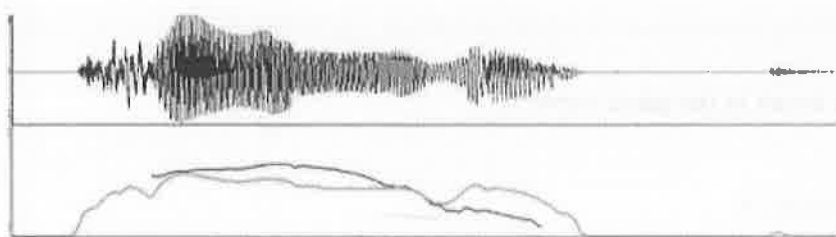
1	cigarette		
2	st	gə	ret
3	232.9Hz	189.3Hz	270.5Hz
4	66dB	67 dB	70dB
5	0.330221 s	0.204233 s	0.789384 s

Text grid B

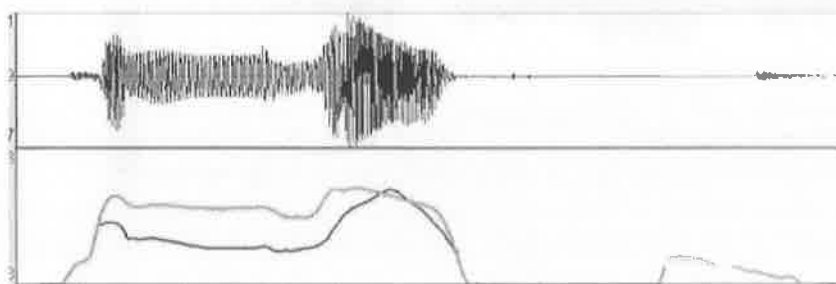
1	cigarette		
2	st	gə	ret
3	270.5Hz	189.3Hz	232.9Hz
4	70dB	67 dB	66dB
5	0.330221 s	0.204233 s	0.789384 s

2. Observe the speech waves along with the pitch and intensity curves A and B for the word *convict* given below. Now examine the values of pitch, intensity and duration in the text grid (3, 4, and 5) and match the correct speech wave (A or B) with the text grid. Also state whether the word is articulated as a noun or a verb and explain the reasons.

A.



B.



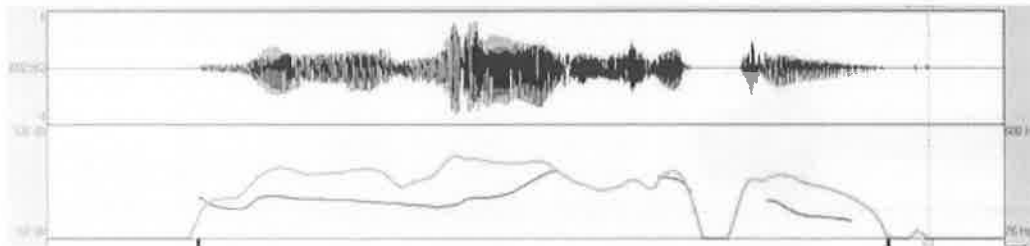
2	kən	vikt
3	204.3Hz	264.6Hz
4	76.2dB	77dB
5	0.358s	0.615

3. Look at the speech wave given below.

a. The speech wave is followed by two text grids. Examine the data given in the text grids and choose the correct text grid to match the speech wave and explain the basis on which the choice was made. The tier number 3, 4 and 5, correspond to pitch, intensity and duration respectively.

b. Explain why there is a break in the pitch curve.

Speech wave of the word *university*.



A.

1	university				
2	j ₀	n _r	v ₃ :	s _I	t _i
3	214.4 Hz	211.1Hz	291.4Hz	242.4Hz	169.2Hz
4	77.33dB	78.71dB	83.36dB	75.2dB	72.68dB
5	0.238s	0.152s	0.255s	0.22	0.245s

B.

1	university				
2	j ₀	n _r	v ₃ :	s _I	t _i
3	291.4 Hz	242.4Hz	211.1Hz	214.4Hz	169.2Hz
4	77.33dB	83.36dB	72.68dB	75.2dB	78.71dB
5	0.238s	0.152s	0.255s	0.22	0.245s

a.

b.

V. Transcribe and mark the primary accent in the following words paying attention to the change in the vowel quality.

	Noun / Adj.	Verb
access		
convict		
object		
refuse		
rebel		
record		
subject		

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Assignment IV (Based on Block II)

(Total number of pages:7)

- 1. Mark primary word accent and the secondary accent where ever necessary in the following compound words.**

London road	foresee	100% effort	upward	microwave
banana split	Bromley street	bread crumbs	dollar bill	Oxford street
understand	prototype	rice pudding	brick wall	apple pie
Kent road	nineteen pounds	telegram	black board	under clothes

II. Mark word accent in the following words and identify the rules you have applied

commercialize	validate	exploitation	refugee	hesitate
pathetic	injurious	commercial	another	locate
cooperation	mountaineer	symmetric	democracy	collaborate
taxonomy	exaggeration	cannibalistic	picturesque	capacity
supplication	photography	European	before	magnetic
locality	negotiability	electricity	university	ambitious

III. Give the dot representation of the stressed and unstressed syllables along with pitch change in the following words.

1. Employee (said with a falling tone)

2. Organization (said with a rising tone)

3. Convict (v) (said with a falling tone)

4. Atmosphere (said with a rising tone)

5. Possibility (said with a falling tone)

6. Pathetic (said with a rising tone)

7. Refuse (N) (said with a falling tone)

8. Camera (said with a rising tone)

9. Progress (V) (said with a falling tone)

10. Opportunity (said with a rising tone)

IV. Examine the following data. Transcribe and state whether it is (regressive/ progressive / reciprocal) assimilation, syncope, apocope, or liaison that is operating in these words/phrases.

At once	Right turn
Answer it	My arms
May ask	moved back
Temperature	Ten players
Hold tight	Vodka and tonic
I earn	Wear out
In case you need it	Nymph
Judged fairly	Windmill
now and then	Preach
Come for me	Law and order

V. Discuss the phonetic cues and the open and close juncture relation between phonemes in the following phonemic sequences. Please use extra sheets of paper if necessary.

/ɪstæks/

/ ɪtspreɪz /

/kɪpstɪkɪŋ /

/matreɪn/

/ɪtstɪks/

/ðætsto:l/

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Assignment V (Based on Block III)

(Total number of pages: 5)

I. State whether the following sentences are True or False.

1. English and French have stress timed rhythm.
2. In English, the salient syllable occurs at the end of a foot.
3. In most of the Indian languages stress is isochronous.
4. In a sentence of English, all the feet have equal number of syllables.
5. Weak forms and contracted forms help in maintaining rhythm in English.
6. The more the number of stressed syllables the faster is the rhythm.
7. Many monosyllabic form words are subject to qualitative variation of vowels when they are not accented.
8. In intonation languages, the lexical meaning of a word is not changed with a change of tone.
9. In normal conversation, the number of weak syllables are equal to the number of strong syllables.
10. All function words have both weak and strong/forms.

II. Underline the tonic syllable in the following sentences, based on the context given. The first one has been done for you.

1. I haven't got a credit card.

Context i. Why are you paying in cash?
I haven't got a credit card.

Context ii. You can pay by a credit card.
I haven't got a credit card.

2. You have to leave at six in the evening.

Context i. You are talking to your friend who is worried because she thinks she has to leave at three in the evening.
You have to leave at six in the evening.

Context ii. You are talking to your friend who is worried because she thinks she has to leave at six in the morning.
You have to leave at six in the evening.

3. I met Sarah at the conference.

Context i. Whom did you meet at the conference ?
I met Sarah at the conference.

Context ii. Where did you meet Sarah?
I met Sarah at the conference.

4. I think that's my file.

Context i. She's not completely sure that it's her file.
I think that's my file.

Context ii. Another person is picking up her file.
I think that's my file.

5. I'd like to have cold coffee, please.

Context i. Would you like to have tea or coffee?
I'd like to have cold coffee, please.

Context ii. Would you like your coffee hot or cold?
I'd like to have cold coffee, please.

6. He didn't steal the gold.

Context i. He only borrowed it.
He didn't steal the gold.

Context ii. He stole the money.
He didn't steal the gold.

7. Is that your phone?

Context i. He can see somebody's mobile phone on the seat.
Is that your phone?

Context ii. He can hear an electronic sound from someone's pocket.
Is that your phone?

8. Is there a hospital in this village?

Context i. He knows there is a hospital in the other village but not if there is
one in this village.
Is there a hospital in this village?

Context ii. He is looking for a hospital.
Is there a hospital in this village?

9. Yes, two sisters.

Context i. You have sisters, don't you?
Yes, two sisters.

Context ii. Do you have any brothers or sisters?
Yes, two sisters.

10. Is your number seat G 59?

Context i. She is not sure she heard the number correctly.
Is your seat number G 59?

Context ii. She is not sure she heard the letter correctly.
Is your seat number G 59?

IV. Transcribe the following conversation phonemically using the appropriate tonality, tonicity, tone.

MATCH FIXING

Steve: What was your first reaction when you came to know about the match fixing?

Kevin: I was completely shattered.

Steve: You stood by him when he was accused of match fixing. There was a dramatic turn-around after a couple of days. Do you regret for having stood by him.

Kevin: It's difficult for me to answer the question. In fact, I'd known him as a man of unquestionable integrity. I never ever thought for a moment that he'd been involved in match fixing.

Steve: Are we touching the tip of the ice-berg?

Kevin: It seems so.

Steve: Would you consider a ban on the cricketer who is involved in match fixing?

Steve: Who is culpable, the bookmaker or the player?

Kevin: It's the player who is culpable.

Kevin : You can't burn your house in order to kill a rat. What ICC can do is to prevent the players from betting.

Steve: Thank you very much.

V. State whether the tone group (TG), the tonic syllable (TS), and the tones (T) used in the sentences below is **neutral** or **marked**. Write N for neutral and M for marked one example for you.

For example:	TG	TS	T
// It's ˘very 'hot. //	(N)	(M)	(M)
1. // The 'temple 'looked ,magnificent //	()	()	()
2. // It's 'wicked the 'way they 'put the ,prices up ,all the ,time. //	()	()	()
3. // 'How much ,money will it ,take? //	()	()	()
4. // This ˘box / won't ` break. //	()	()	()
5. // He's an 'expert ,cricketer / and a 'pretty good 'chess` player ,too //	()	()	()
6. // ,What did you ,say? //	()	()	()
7. // Re'member to 'pay the , bill. //	()	()	()
8. // Have we 'come to the 'right ,place//	()	()	()
9. // 'These temples in 'Chennai were 'built by ,engineers //	()	()	()
10. // We 'never have a ,conflict, // ` do we? //	()	()	()

VI. Explain the terms *tonality*, *tonicity* and *tone* with examples. (500 words.)

