



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

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

**(2018- 2019)**

(Total number of pages: 10)

Assignment I is based on Blocks 1, 2 and 3. Use your own paper (only those of A4 size) to answer questions based on Block 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.**

*Assignment II, is based on Blocks 4 and 5. These questions 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 [roopa@efluniversity.ac.in](mailto:roopa@efluniversity.ac.in) or call at 040-27689572.

Roll No. 

Assignment I  
(Based on Block I, II and III)

**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. Look at the following set of words: *hence*, *hens*, *rice*, *rise*, *place*, *plays*. 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.
2. 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) hacker /hækə/
- (b) hammer /hæmə/

3. 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.

*lace, neck, roll, pull, put, rage, bulb, poach, puke, late, rod, plum, beer, purse, coin, hot, port, back, phone, blow, pub, role, porch, pounce, pair, ray, pearl, pray, post, pose, luck, rose, dress, mad*

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

- a. Circle the words that contain a central vowel:

*trap sure fuse purse stop stuck*

- b. Circle the words that contain a back vowel:

*Look shut born pale glass hot*

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

*quiet delay mutual humour humble music*

- d. Circle the words that have a diphthong:

*rise lawn meat shake please filth*

- e. Circle the words that have a voiceless palate-alveolar fricative.

*measure machine division chauffer expression treasure*

- f. Circle the words that have a voiced palate-alveolar affricate.

*gentle choke joke chest jest change*

5. Explain with the help of neat diagrams **velic** and **velar** closures. Give examples of sounds that are produced with these closures.

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**(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.

6. 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.

It was very late that night The place he was asked to go was nearly a hundred kilometers away He felt sick and was sleepy too After hours of nervous thinking he finally decided to drive down to the place He drove without stopping He finally reached around midnight and quietly walked into the room looked at the disorder and was surprised How it came to be like this he could not imagine The silence was broken by the creaking sound of a door He waited anxiously for some sign of life Nothing at all His eye moved from wall to door from floor to a corner There in the corner lifelessly between overturned chairs was a man lying still as a lifeless creature There was no phone in the house no means of contact with the outside world There was nothing to be done but to leave immediately and run run as fast as he could Away from the disorder away from the responsibility Tell no one get away far away Step another step quicker run faster and faster.

7. 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)
- She is beautiful (*Exclamation*)
  - She is beautiful (*Question*)
  - She is beautiful (*Reservation on the part of the speaker*)

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8. 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).**

	A	B
S.No.	Stress-marked word	Spelling
Example	/,semikən 'dʌktə/	semiconductor
1.	/kəɾʌptəbɪlətɪ/	
2.	/dɪskəmpəʊzə/	
3.	/ɪkstrævəgænzə/	
4.	/dʒɜ:mɪsaɪdəl/	
5.	/spekjʊlətɪvli/	
6.	/dʒi:əʊsentɪk/	
7.	/ətɪkjələɪtɪd/	
8.	/hɑ:dwɜ:kɪŋ/	
9.	/haɪpəʊkəndrɪə/	
10.	/laɪbrəri/	

### Based on Block III

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

9. 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 and Stress	Syllable division
	tamper	/'tæm-pə/	CVC-CV
1.	essential		
2.	scientific		
3.	opportunity		
4.	prepare		
5.	commemorate		

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6.	curiosity		
7.	political		
8.	journey		
9.	avenue		
10.	presidential		

10. 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
	/kɪndəɡɑ:tŋ/	kindergarten	kɪn-də-ɡɑ:-tŋ
a.	/fəmiɪərəɪz/		
b.	/ɪnstɹəkʃən/		
c.	/kærəmələɪz/		
d.	/daɪəlekt/		
e.	/ətɹəʊʃəs/		
f.	/bɪwɪldəmənt/		
g.	/tɜ:bɪdɪtɪ/		
h.	/æfəmeɪʃŋ/		
i.	/dɪpɑ:tʃə/		
j.	/nævɪgeɪʃŋl/		

**Assignment II**  
**(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. Give the phonemic transcription of the following words and provide the three term label to each of the phoneme. The first word is done for you as an example.

a. **Bank**          /bæŋk /

/b/   -      voiced bilabial plosive

/æ/   -      front unrounded vowel just below halfopen position

/ŋ /   -      voiced velar nasal

/k/   -      voiceless velar plosive

b. **Heart**        /    /

c. **Palm**         /    /

d. **Cart**         /    /

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e. Peel / /

f. Slip / /

g. Net / /

h. Well / /

i. Music / /

j. Rough / /

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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. I wish they'd understood him in the right perspective

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b. As he said / the film was amusing

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c. He shifted his focus / and ignored their presence

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

1. / 'ðæt wəz ə 'weɪst əv `tɑɪm/

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2. /ðə 'gɜ:l wəz 'slɪ:pɪŋ ɪn ðə `bækjɑ:d/

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3. / aɪm ə ˘freɪd / aɪ 'dəʊnt həv ðə `mʌnɪ /

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4. 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**otato [ ] [ ] [ ] (b) September [ ]

(c) **k**inetic [ ] [ ] (d) slide [ ] [ ]

(e) **g**uerrilla [ ] [ ] [ ] (f) microbe [ ] [ ]

(g) mill [ ] (h) orient [ ] [ ]



Roll No. **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.

5. Identify the morphophonemic changes in terms of processes like *assimilation*, *epenthesis*, *metathesis*, *syncope*, *apocope*, linking /r/, intrusive /r/, etc. in the following:

1. /ɑːnsər ɪt/ \_\_\_\_\_

2. /teɪ ɡɜːlz/ \_\_\_\_\_

3. /lɔːr ən ɔːdə/ \_\_\_\_\_

4. /həʊl taɪt/ \_\_\_\_\_

5. /nætʃrəl/ \_\_\_\_\_

6. /ɪn keɪfjuː nɪːd/ \_\_\_\_\_

7. /temprətʃə/ \_\_\_\_\_

8. /wʊdʒuː wɒnt ɪt / \_\_\_\_\_

9. /vɒdkər ən 'tɒnɪk/ \_\_\_\_\_

10. /əʊl mən/ \_\_\_\_\_

11. [kʌŋ fə miː] \_\_\_\_\_

12. /weər aʊt/ \_\_\_\_\_

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6. 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 pronunciation of the word *film*, /film/ as /flm/ is an example of

\_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. The use of the form 'wanted' in 'He **wanted** his books immediately' and 'The office **had wanted** him to report back immediately' is an example of \_\_\_\_\_.

WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. The pronunciation of 'school' as /ɪsku:l/ would be an instance of

\_\_\_\_\_.

WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_.

WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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