



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

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

(2019-20)

(Total number of pages: 12)

Use your own paper (only those of A4 size) to do Assignment I, 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 has 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.**

The rest of the questions based on Blocks II to V 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 or call at 040-27689572.

Roll No.

Assignment I (Based on Block I)

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

1. Explain with the help of neat diagrams *velic* and *velar* closures. Give examples of sounds that are produced with these closures.
2. Discuss what exactly happens at the larynx in the production voiced and voiceless sounds. Look at the following set of words: *lays*, *lakes*, *pays*, *cats*, *race*, *rays*. Are the underlined sounds *voiced* or *voiceless* in these words?
3. Group the following words on the basis of the vowel they share. Make as many groups as you think are necessary. Give the IPA symbol of the vowel for each group.

bull	late	gold	Pair
care	lime	hulk	pearl
cold	luck	park	Mad
curse	nine	pawn	Gloss
down	pace	ploy	Cure
foil	pack	pool	press
gem	swab	poor	pounce
glum	rule	port	Harm

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) trim
- (b) trip

5. Do as directed. Do not be confused by spellings.
 - a. Circle the words that contain a central vowel:
sharp shack tube curse stop duck
 - b. Circle the words that contain a back vowel:
took short trim sad class peck
 - c. Circle the words that have a semi-vowel:
quiet lay crucial humour humble music
 - d. Circle the words that have a diphthong:
prize pawn meat shake please fear
 - e. Circle the words that have a voiceless palato-alveolar fricative.
pleasure machine division chauffeur treasure pressure
 - f. Circle the words that have a voiced palato-alveolar affricate.
gentle choke cabbage chest chap range

Roll No. **(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.

Calling myself the country's least known success story isn't entirely true I confess. About three years ago when I became briefly a person of national importance owing to an act of entrepreneurship a poster with my face on it found its way to every post office railway station and police station in this country. A lot of people saw my face and name back then. I don't have the original paper copy but I've downloaded an image to my silver Macintosh laptop- I bought it online from a store in Singapore and it really works like a dream and if you'll wait a second I'll open the laptop pull the scanned poster out and read from it directly..

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. The coffee was tasty (*Exclamation*)
- b. The coffee was tasty (*Question*)
- c. The coffee was tasty (*Reservation on the part of the speaker*)

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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.

Me, and thousands of others in this country like me, are half baked because we were never allowed to complete our schooling. Open our skulls, look in with a pen light and you'll find an old museum of ideas; sentences of history or Mathematics remembered from school text books. No boy remembers his schooling like one who was taken out of school, let me assure you, sentences about politics read in a newspaper while waiting for someone to come to an office, triangles and pyramids seen on the torn pages of the old geometry text books which every tea shop in this country uses to wrap its snacks in, bits of All India Radio news bulletins, things that drop into your mind like lizards from the ceiling- these are the ideas, that can be remembered even better than what was learned in the classroom..... and these are indeed the ideas that you act on and live with.

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4. Mark primary and/or secondary stress in the following words.

S.No.	WORDS
1.	Presentation
2.	Elliptical
3.	Before
4.	Acclimatize
5.	Democracy
6.	Childhood
7.	Allow
8.	Ambitious
9.	Recommend
10.	Become
11.	Unique
12.	Appearance
13.	Humility
14.	Behind
15.	Enthusiastically
16.	Baptize
17.	Collaborate
18.	Baggage
19.	Necessity
20.	Engineer

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(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
	pamper	/ pæmpə /	/ pæm - pə / CVC-CV
1.	transport		
2.	commercialize		
3.	European		
4.	complicate		
5.	commemorate		
6.	simplification		
7.	economical		
8.	vibrate		
9.	suffocate		
10.	cigarette		
11.	narrative		
12.	ramification		
13.	religious		
14.	relocate		
15.	reluctant		
16.	solemnity		
17.	subcutaneous		
18.	thermodynamic		
19.	redeemable		
20.	reciprocate		

2. Read the following passage and transcribe it *twice*. The first time you transcribe it do it on a rough piece of paper. 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 while 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, which you will do in the space provided in between the lines, 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. Mark stress wherever applicable. Make sure that your transcription is neat and legible.

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TRANSCRIPTION

‘You must be deemed pure and perfect to-day at least, my Sweet!’ he cried. ‘We shall have plenty of time, hereafter, to talk over our failings more than the triumphs. I will confess all my faults. I swear!’ ‘But it would be better for me to do it now, I think, so that you could not say—’

‘Well, my quixotic one’ she snapped, ‘you shall tell me everything, as soon as we are settled in our lodge; not now. I too, will tell you my faults then. But now, it’s my wish that we should not spoil the day with them.

‘Then you don’t wish me to, dearest?’ he asked her for the tenth time. ‘I do not, really.’ she said with a smile. The hurry of dressing and starting early left no time for them to finish their bacon and stew. She was hungry, more than ever before, but didn’t desire any food! Those words of his seemed to comfort, reassure and satiate all her senses.

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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.

a. old / /

b. heat / /

c. call / /

d. voice / /

e. pack / /

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f. cough /

/

g. worm /

/

h. should /

/

i. either /

/

j. phone /

/

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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 Are you marrying that girl

b As he said the film was amusing

c . We are going to a restaurant aren't we

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. / haʊ ɜ:lɪ kən jʊ kʌm hɪə /

2. / wɒz hɪ aʊt əv hɪz maɪnd/

3. / wɒt kən aɪ du: fə jʊ mədəm /

1. 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) gue <u>r</u> illa | [] [] [] | (b) c ontainer | [] [] |
| (c) k etchup | [] [] | (d) s <u>l</u> ide | [] [] |
| (e) p otato | [] [] [] | (f) th <u>r</u> ob | [] [] |
| (g) th <u>r</u> ill | [] [] | (h) o <u>r</u> ient | [] [] |

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.

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

1. /lɔːr ən ɔːdə/

2. /həʊl taɪt/

3. /ðəp bɔɪ/

4. /əʊl fɛləʊ/

5. /fæmli/

6. /wəʊntʃu/

7. /spɒnsər ɪt/

8. /rɔːr ʌnjən/

9. /teɪ ɡɜːlz/

10. /ɪsteɪʃn/

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I. 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 'stream' as /ɪstri:m/ would be an instance of:

Why?

b The use of the form 'talked' in 'He talked about it to his wife' and 'He had talked about it to his wife' is an example of:

WHY?

a The pronunciation of the word *desk*, /desk/ / as /deks/ is an example of:

WHY?

b The pronunciation of 'college' as [[kɔ:lledʒ] is an instance of:

WHY?
