



**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 (2020-21)
(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. Discuss what exactly happens at the larynx in the production voiced and voiceless sounds. Look at the following set of words:

pays, bricks, bays, rats, race, dogs

Are the underlined sounds *voiced* or *voiceless* in these words?

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

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.

gold	work	cure	foil	Ram	Wear
toy	pack	now	lunch	Loud	Learn
pair	tile	cook	lock	Cool	Nice
tub	down	sow	book	File	Shut
perk	poor	stock	care	Shot	Show
look	pool	stack	rule	Pure	Noise

4. Look at the following words, and discuss in detail, the place and manner of articulation of the underlined sounds?

- (a) trim
- (b) trip
- (c) ring

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

- a. Circle the words that contain a back vowel:
sharp shack tube curse stop dean
- b. Circle the words that contain a central vowel:
tuck short term sad class perk
- c. Circle the words that have a semi-vowel:
quick lay partial huge humble music
- d. Circle the words that have a diphthong:
proud pawn meat shake tear please
- e. Circle the words that have a voiceless palato-alveolar fricative.
pleasure machine division chauffer treasure pressure
- f. Circle the words that have a voiceless 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.

English in India as we know co-exists with many other languages. Most educated Indians who speak English learn their mother tongue before they are exposed to the English language. Therefore they have in them certain very rigidly fixed linguistic habits which invariably interfere when they attempt to learn the English language. The phonological system of their mother tongue does have a substantial influence on the phonology of their English. Since there are several languages spoken in India there cannot strictly speaking be something called *Indian English* in the same sense as *French English* or *German English*. There are indeed several varieties of English spoken in India each variety being strongly influenced by the mother tongue of the speakers of these varieties of English. There are for example, *Tamil-English*, *Telugu-English*, *Kannada- English* *Malayalam-English* *Bengali-English* *Urdu-English* *Oriya-English* *Punjabi-English* and so on. In this baffling mosaic of multilingual set up that we are thrown into it is very important for us to wean ourselves away from mother tongue influences and speak the English language as it is meant to be spoken without democratizing it and speaking it with a strong Indian flavor.

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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 She's beautiful(*Exclamation*)
- b She's beautiful(*Question*)
- c She's beautiful(*Reservation on the part of the speaker*)

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.	Camera
2.	Institutionalize
3.	Acclimatize
4.	Represent
5.	Cucumber
6.	Enthusiastically
7.	Baptize
8.	Application
9.	Recommendation
10.	Responsibility
11.	Paper
12.	Humorous
13.	Collaborate
14.	Remember
15.	Examination
16.	Doctor
17.	Impossible
18.	Poison
19.	Behind
20.	Commonality

Roll No.

(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.	Reproduce		
2.	Independent		
3.	Canonization		
4.	Divisibility		
5.	Barricade		
6.	Refugee		
7.	Authorization		
8.	Cannibalistic		
9.	Recommend		
10.	Sentimentality		
11.	Reciprocation		
12.	Represent		
13.	Disappoint		
14.	Validate		
15.	Regimentation		
16.	Cigarette		
17.	Rationalization		
18.	Complicate		
19.	European		
20.	Reluctant		

Roll No.

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. 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**.

TRANSCRIPTION

It didn't sound a comfortable plan, Alice thought, as she walked on in silence, puzzling over the idea, and every now and then stopping to help the poor Knight, who certainly was *not* a good rider.

Whenever the horse stopped (which it did very often), he fell off in front; and, whenever it went on again, which it generally did rather suddenly, he fell off behind. Otherwise he kept on pretty well, except that he had a habit of now and then falling off sideways; and as he generally did this on the side on which Alice was walking, she soon found that it was the best plan not to walk *quite* close to the horse.

'I'm afraid you've not had much practice in riding,' she ventured to say, as she was helping him up from his fifth tumble.

The Knight looked very much surprised, and a little offended at the remark. 'What makes you say that?' he asked, as he scrambled back into the saddle, keeping hold of Alice's hair with one hand, to save himself from falling over on the other side.

Roll No.

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.

1. paid / /

2. beat / /

3. noise / /

4. call / /

5. rock / /

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6. mash /

/

7. shook /

/

8. worm /

/

9. either /

/

10. gold /

/

Roll No.

a. 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.

i. What can I do for you sir?

ii. You ought to speak to him

iii. You need to discipline your son

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

1. /aɪm afˈreɪd / juː ˈmʌs duː ˈsʌmθɪŋ/

2. /hɪz ə ˈwʌndəfəl ˌtɪtʃə/

3. /ˈdɪd ɪ ˈfaɪnd hɪz ˌdɒkjʊmənts /

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) mi lk | [] [] | (b) <u>co</u> ntaminate | [] [] |
| (c) <u>co</u> tt ^o n | [] [] | (d) sl ide | [] [] |
| (e) po tato | [] [] | (f) <u>th</u> roat | [] [] |
| (g) im portant | [] [] | (h) <u>or</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:

/vəni:lər 'esəns / _____

/əʊl mæn/ _____

[plɪ:z] _____

/'ɑ:nsər ɪt / _____

/'nætʃrəl/ _____

/dəʊntʃu wɒnt ɪt / _____

/teŋ ɡə:lz/ _____

/'ɪskʊ:l/ _____

[kʌŋ fə mi:] _____

/neks deɪ / _____

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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.

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

Why?

ii. The use of the form 'walked' in 'He walked alone last night' and 'He had walked alone last night' is an example of:

WHY?

iii. The pronunciation of 'worry' as [wʌrri] is an instance of:

_____.

WHY?

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

_____.

WHY?
