



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 2016-2017

(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 (300-350 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/>.

Roll No.

Assignment I
(Based on Block I)

Answer the following questions in **MAXIMUM 300-350 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. Do you agree with the following statement/position on pronunciation teaching? Give us your reasons for agreeing or disagreeing with the given position.

“Pronunciation teaching is not popular all the time with teachers and language-teaching theorists, and in recent years it has been fashionable to treat it as a rather outdated activity. It has been claimed, for example, that it attempts to make learners try to sound like native speakers of RP, that it discourages them through difficult and repetitive exercises and that it fails to give importance to communication.”

2. What do you understand by the following statement: *“Speech sounds are made by manipulating the way air moves out of, or sometimes into the vocal tract.”*
3. Look at the following set of words: *amuse, case, crumple, crumble*. 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) seat /si:t/
(b) neat /ni:t/

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.

tab, tea, tinge, tail, teach, tire, take, tithe, tech, talk, toad, teen, tall, tod, teethe, tar, tell, tare, tenth, tarp, term, tart, terse, task, tice, taste, tick, taught, tide, taunt, tight, tax, tilt, taw, time

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 /bit/ ~ bet /bet/; fit /fit/ ~ feet /fi:t/.

(i) /ɪ/ and /e/: bit, bet; miss, mess

(ii) /ɔɪ/ and /aɪ/

(iii) /ʊ/ and /e/

(iv) /ɑ:/ and /u:/

(v) /i:/ and /ɜ:/

(vi) /ɪ/ and /ʌ/

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.

Nobody else was missing Molly. He looked around at his fellow mourners now many of them his own age Molly's age to within a year or two. As he turned he saw a young man behind him who had been about to touch his shoulder.

"Mr. Linley. I'm sorry to intrude on your thoughts" the man said drawing his hand away.

"That's all right."

"I was wondering if you'd have time to come across and talk to the foreign secretary. He's keen to meet you."

Clive pursed his lips. He didn't want to be introduced to Julian Garmony but neither did he want to go to the bother of snubbing him. The aide delivered Clive into a horseshoe grouped around Garmony who appeared to be making a speech or telling a story. He broke off to slip his hand into Clive's and murmur intensely as though they were alone.

"I've been wanting to meet you for years."

"How do you do?"

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 prices in that restaurant were outrageous (*Exclamation*)
 - b. The prices in that restaurant were outrageous (*Apologetic*)
 - c. The prices in that restaurant were outrageous (*Doubtful*)

Roll No.

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.

He greeted them quickly and, looking at Camille, said:

“Your husband with a pistol in his hand has just threatened to shoot me if I speak to you again. I must speak to you again. I will wait for you both at the church of San Quirico. We cannot talk here. Come as soon as you can.”

Then, without allowing them time to reply, he stepped back into the arcade and was gone.

“Your friend is nothing if not dramatic”, remarks Mathilde.

“Do you think it is true?”

“That Maurice threatened him, yes.”

“He didn’t have a gun.”

“Every man has some friend who has a pistol.”

“Do you think Maurice is capable of killing him?”

“For you, my dear, men will do anything!” Mathilde laughs.

“Please be serious.”

“Do you feel serious?”

When Camille heard that her husband had threatened him with a gun, she was reminded of her wedding day.

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.	/,semɪkən'dʌktə/	semiconductor
2.	/lu:krətɪvli/	
3.	/mætrɪməʊniəl/	
4.	/nə:mlaɪz/	
5.	/əʊmɪsɪbl/	
6.	/ræʃnlɪstɪk/	
7.	/penɪtrəbɪləti/	
8.	/ʌlsreɪʃn/	
9.	/tɜ:mɪnələdʒi/	
10.	/kwɒlɪfɪkeɪtri/	
11.	/ɪkstɜ:mɪneɪt/	

5. What do you understand by the statement: *The type of rhythm is a characteristic suprasegmental feature, or prosodic feature, of the pronunciation of any given language, and therefore forms the basis for one of the fundamental categorizations of the languages of the world.*

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	/'tæmpə/	CVC-CV
b.	compliant		
c.	accompaniment		
d.	plausibility		
e.	anthologies		
f.	bifurcate		
g.	autocratic		
h.	westernize		
i.	certify		
j.	accountancy		
k.	ceremonious		

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.	/kɪndəgɑ:tŋ/	kindergarten	'kɪn-də-,gɑ:-tŋ
b.	/kənkəʊmɪtnt/		
c.	/æbdɪkeɪtɪŋ/		
d.	/trɪvɪlaɪz/		
e.	/əkaʊntəbɪləti/		
f.	/ɪnə:spɪʃəs/		
g.	/dɪsɪnʃɑ:ntmənt/		
h.	/pəʊnɪfaɪ/		
i.	/saɪzmələdʒɪst/		
j.	/teknəʊkræts/		
k.	/ɪnsɜ:dʒnsi/		

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

When she next raised her eyes from her book - a book from which she had absorbed not a single word - it was to find an unexpected note of glamour in the person of a lady of indeterminate age, her hair radiantly ash blonde, her nails scarlet, her dress a charming (and expensive) printed silk, beating time to the music with her hand, a smile of pleasure on her pretty face, while the waitresses, obviously

Roll No.

attracted to such a positive presence, hovered round her, offering more cake, more tea. She bestowed a warm smile on them, and an even warmer one on the elderly pianist, who, when he got up and folded his music, came over to her and murmured something which made her laugh, then kissed her hand and left, his stiff, narrow back radiant with the appreciation he had received. She leaned back in her chair, and drank her tea with some delicacy.

TRANSCRIPTION-02

When she next raised her eyes from her book - a book from which she had absorbed not a single word - it was to find an unexpected note of glamour in the person of a lady of indeterminate age, her hair

radiantly ash blonde, her nails scarlet, her dress a charming (and expensive) printed silk, beating time to the music with her hand, a smile of pleasure on her pretty face, while the waitresses, obviously attracted to such a positive presence, hovered round her, offering more cake, more tea. She bestowed a warm smile on them, and an even warmer one on the elderly pianist, who, when he got up and folded his music, came over to her and murmured something which made her laugh, then kissed her hand and left, his stiff, narrow back radiant with the appreciation he had received. She leaned back in her chair, and drank her tea with some delicacy.

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. /voiced alveolar plosive/, /front unrounded vowel between close and half-close/, /voiceless alveolar fricative/, /front close unrounded long vowel/, /voiceless alveolar plosive/

Transcription:

Spelling:

- b. /voiceless bilabial plosive/, /back open unrounded long vowel/, /voiceless palato-alveolar fricative/, /voiced alveolar lateral/

Transcription:

Spelling:

- c. /voiced palato-alveolar affricate/, /back open rounded vowel/, /voiced velar plosive/, /front unrounded vowel between close and half-close/, /voiced velar 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. The report questions the technical ability of the staff.

- b. We'll wait until we hear a decision and act accordingly.

- c. We plan to take on an additional ten employees.

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

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

intend append bodyguard halfway verse

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

approve baggage chronicle demonism exult false

c. Circle the words that have an **affricate**:

cajole ache bench bridge character genius

d. Circle the words that have a **diphthong**:

fine imprecise mourn peach scale treasure

e. Circle the words that end or begin with a **fricative**:

choir champagne chef knife above twelfth

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. /'ti:ʃəz məst bə ə'li:t tə 'sʌdn̩ 'ʃeɪndʒɪz ən 'stju:dnts 'biheɪvjə/

Answer:

b. /ð ə'maʊnt əv 'vaɪələnts ən 'telɪvɪʒn̩ ə'pɔ:lz mi /

Answer:

c. /i læft aʊt ŋ kɔ:t ə ən ðə saɪd əv ðə feɪs /

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**ro**st**hetic [] (b) synt**a**x []

(c) **k**ey**no**te [] (d) scri**b**e []

(e) ag**il**ity [] (f) Aer**ri**al []

(g) pecu**li**ar [] (h) laund**r**y []

Roll No.

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 wɒt̩ ði 'z:bɪŋ pɒpjʊ'leɪʃŋ k^həd̩ ju:z ɪz ʔetər ə'mi:nətɪz]

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

(2)

(3)

(4)

b. [məʊs 'meməz p^həʊt̩d̩ kəm'fest̩ ðt̩ ðeɪd̩ prɪ'fɜ:r ə 'nju:ər ə'næləsɪs]

(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 '**cancel**' in 'He cancelled the meeting because of an emergency' and 'The match had to be cancelled due to rains' is an example of _____.

WHY? _____

- b. The use of the form '**bottle**' in 'He returned with a bottle' and 'They have enough bottled gas for two years' is an example of _____.

WHY? _____

- c. The pronunciation of 'possible' as [pɒssəbl] would be an instance of _____.

WHY? _____

- d. The pronunciation of 'cycling' as [saɪkəlɪŋ] is an instance of _____.

WHY? _____

