

INTRODUCTION

Language has a very important social purpose as it is mainly used for linguistic communication. Linguistics is a systematic study of language. PHONETICS, a branch of linguistics, deals with the medium of speech. It deals with the production, transmission and reception of the sound of human speech.

ORGANS OF SPEECH

The organs which are involved in the production of speech sounds are described commonly as the organs of Speech of phonetic literature. The lungs, the vocal cords, the tongue, the teeth and the lips are some of the organs of speech. The primary function of the speech organs is different, for instance, lungs are primarily used for inspiration. The secondary function of lungs is that they initiate the speech process. Thus, human speech is a result of coordinated action of different speech organs.

The organs of speech can be divided into:

1. RESPIRATORY SYSTEM
2. THE PHONATORY SYSTEM
3. THE ARTICULATORY SYSTEM

RESPIRATORY SYSTEM

This comprises of lungs, muscles of chest and the wind pipe also called trachea. The lungs and the muscles of the chest help in the process of the inhalation or exhalation. Using the stream of air that exhaled, we articulate majority of speech sounds during this period. We inhale and exhale about 17 times per minute and this phase can be lowered depending upon the utterance.

THE PHONATORY SYSTEM

This comprises of larynx. It is commonly called the ADAM'S APPLE situated at the top of the wind pipe. In the larynx a pair of lip like structures is situated. These are called vocal cords and are placed horizontally from front to back. The opening between the cords is glottis. When the vocal cords are drawn wide apart there is a wide opening between them called glottis. The air can pass freely through this opening without causing the cords any vibration. This is the normal position of the vocal cords during the process of breathing. The speech sounds that are produced during this position are called voiceless sounds.

VOICELESS SOUNDS

P	-	/ p /
K	-	/ k /
F	-	/ f /
T	-	/ t /
S	-	/ s /
Ch	-	/ tʃ /
<i>Sha</i>	-	/ ʃ /
H	-	/ h /

During the production of above sounds the vocal cards do not vibrate.

VOICED SOUNDS

When the vocal cards are held closely together the air escapes causing the vocal cords to vibrate. Any sound that is produced with the vibration of vocal cords is technically called voiced sound. The voiced sounds in English are:

B	-	/ b /
D	-	/ d /
J as in judge	-	/ dʒ /
M	-	/ m /
N	-	/ n /
ing	-	/ ŋ /
L	-	/ l /
V	-	/ v /

And all vocal sounds are voiced sounds. One can notice the vibrations of vocal cords by your fingers on throat when the above sounds are produced.

GLOTTAL SOUNDS

When the vocal cords are held closely together the glottis is closed. No air escapes through glottis in this position. This happens when we eat and drink. A sudden opening of the glottis occurs when we utter a glottal stop. This we notice when we utter words like act, empty, egg etc.

THE ARTICULATORY SYSTEM

This includes the pharynx, the lips, the teeth, the teeth ridge, the hard palate, the soft palate, the uvula and the tongue. They are also called as supraglottal organs.

This system may be studied with reference to three systems of cavities, the pharynx, the nose and the mouth.

THE PHARYNX

The shape and size of the pharyngeal cavity can be greatly modified by the contraction or expansion of muscles of the pharynx, by the movement of the back of the tongue, by the position of the soft palate and the raising or lowering of the Larynx. Each modification affects the quality of sound.

THE NASAL CAVITIES

The nasal cavities are the passage of bone lined with mucous membrane. They are immovable and accordingly the nose is used only as a resonating body. Access to it is governed by the uvula, the flesh appendage of the two of the mouth.

When the uvula is raised, access to the nose is closed off and we call it Velaric closure. When the uvula is lowered air may pass through the nose, then nasal consonants or vowels will be produced.

THE MOUTH

The mouth is the cavity in which most of the consonants and the vowels are characteristically found. Consonants and vowels differ from one another essentially because of the shape of the cavity in which they are articulated.

THE LIPS

The lips play an important role in the production of certain speech sounds. The lips control the opening of the oral cavity and are used in speech.

According to the movement of lips, sounds can be classified as ‘rounded’ and ‘unrounded’ sounds. For example when we pronounce shoe, the lips are rounded and protruded, similarly in ‘goat’, ‘coat’, etc. And when we pronounce ‘flee’ our lips are spread.

THE TEETH

Certain consonants are produced with the help of the teeth. When we produce some words such as ‘think’, ‘that’, the tongue touches the teeth initially. And when we pronounce ‘fan’ and ‘van’, the tongue touches the teeth finally.

THE TEETH RIDGE

The corner part of the roof immediately dying behind the upper teeth is called teeth ridge. It is also called alveolar ridge.

THE HARD PALATE

The hard surface lying immediately behind the teeth ridge is called the hard plate.

THE SOFT PALATE

The soft part of the roof of the mouth is called as soft palate or Velum. It can be moved up to block the passage into the nose. It is responsible for the production of large number of sounds such as initial sounds in the English words “king” and “go”.

THE UVULA

At the very end of the soft palate, there is a small fleshy pendent structure known as the UVULA. It is responsible for the closure of the nasal cavity.

THE TONGUE

Of all the movable organs in the mouth, the tongue is the most important as it can assume variety of positions. Its importance can be judged from the fact that in many languages the word tongue also means ‘language’.

The tongue for the convenience of description has four parts---the tip, the blade, the front, the middle and the back. The part of the tongue opposite to the alveolar ridge is called the blade, the part opposite to the hard palate is 'front' and the part opposite to soft palate is called the 'back' of the tongue.

TECHNICAL TERMINOLOGY

ACCENT = In linguistics the word 'accent' is sometimes also used to denote the stress which has the relative emphasis in a word. The term is also used for similar patterns of phonetic prominence inside syllables.

SYLLABLE = A single sound unit is called a syllable. A syllable is typically made up of a vowel sound. A word that consist of a single syllable in English like 'at' is called a monosyllable, while a word consisting of two syllables, like 'monkey', is called disyllable.

PHONEME

An example of a phoneme is the / t / sound in the words tip, stand, water and cat. (in transcription, phonemes are placed between slashes / /). That is a phoneme may encompass several recognizably different speech sound called phones.

ASPIRATED

There is a strong puff of breath after the articulation of the plosive before the next syllable begins. In example the / t / in tip is aspirated [t^h] while the / t / in stand is not [t]. In transcription aspirated sounds are written as [t^h] and unaspirated sounds are just kept in brackets.

ENGLISH CONSONANTS

1. / p /
[p^h] as in pack is aspirated.
[p] unaspirated in space, speak.
2. / b / as in back - /bæk/, Big, Boned.
3. / t / as in tie - /təi/
[t^h] aspirated as in tie, teach, take.
[t] unaspirated as in stand, stick, study, stream, stupid.
4. / d / as in die /dəi/, dry, down, defeat, delay
5. / k / as in coat /kəut/
[k^h] aspirated – coat, cup, keep, kill, record, crack
[k] Unaspirated as in scale /skei/, skill, sky, scope, scream
6. / g / as in goat - /gəut/, gate, gain, god, guard
7. / tʃ / as in chain /tʃeɪn/
8. / dʒ / as in jaw /dʒə:/, lounge, judge
9. / f / as in face /feɪs/, flag, fall
10. / v / as in wain /veɪn/, valley, favour
11. / θ / as in thank - /θæŋk/, throw, think, thorn, thumb.
12. / ð / as in that - /ðæt/, there, then these, thus, though.
13. / s / as in sad - /sæd/, sample, snake, scale.

14. / z / as in zero - /ziə rəu/ , Zeal, Zone, Zealous.
15. / ʃ / as in shade =- /ʃeɪd /, ashamed, cushion, fashion, machine.
16. / z / as in measure - /meʒə/ treasure
17. / h / as in hair / heə /
18. / m / as in mail /meɪl/
19. / n / as in nail /neɪl/
20. / ŋ / as in bring /brɪŋ/
21. / l / as in late /leɪt/
22. / r / as in red /reɪd/
23. / j / as in yard /jɑ:d /
24. / w / as in wage /weɪdʒ/

There are 24 different consonants in English and they can be classified according to the manner of the articulation.

1. Plosives / Stop :

Plosives are produced by

- (a) The complete closure of the air passage in the mouth.
- (b) The holding of this closure and compression of the air coming from the lungs.
- (c) Some release of air with explosion.

There are 3 pairs of plosives in English.

1. Bilabial plosives
/ p / as in 'pack' and / b / as in 'back'
2. Alveolar plosives
/ t / as in 'tie' or 'try' and / d / as in 'die' or 'dry'.
3. Velar plosives / k / as in 'coat' and / g / as in 'goat'

Bilabial plosives are articulated by the two lips.

Labiodental plosives are articulated by the lower lip against the upper teeth. Velar plosives are articulated by back of tongue against the soft palate. Of these three pairs |p|, |t| and |k| are voiceless and comparatively strong and |b|, |d| and |g| are voiced and comparatively weak.

/ p /	-	Page	peace	pick	point
/ b /	-	back	bear	big	board
/ t /	-	take	teach	tie	tong
/ d /	-	dance	deal	die	dig
/ k /	-	Coll	Coast	cup	keep
/ g /	-	gain	get	give	go

2. Aspirated:- There is a strong puff of breadth after the release of the plosive before the next vowel begins.

/ t / at the beginning of accented syllabus take attend destroy.

/ k / at the beginning of accented syllabus coast record describe.

3. Affricates:

English has two consonants that are Affricates they are produced by

1. complete closure of air passage in the mouth and
2. a slow release causing friction.

The flow of air is stopped as in a plosive but the speech organs are separated slowly.

The affricates in English are / tʃ/ and / dʒ /

These two English affricates are palato alveolar.

/ tʃ/ as in chain

/ dʒ / - jaw

Palato alveolar is articulated by raising the main body of the tongue and touching the teeth ridge with the blade of the tongue. / t / is voiceless and / dʒ / is voiced.

/ tʃ /

Examples

Chain	Catch
Cheap	Reach
Manufacture	Watch
Nature	Choose
Question	Picture

/ dʒ /

Examples:

Jaw	rejoice
General	bridge
Agent	wage

Fricatives: They are produced by letting the air stream come out through narrow passage with audible friction. There are 9 fricative constants.

- | | | |
|------------------------------|-------|-------|
| 1. Labio-dental fricative | / f / | / v / |
| 2. Dental fricative | / θ / | / ð / |
| 3. Alveolar fricative | / s / | / z / |
| 4. Palato alveolar fricative | / ʃ / | / ʒ / |
| 5. Glottal fricative | / h / | |

/ f, θ, s, ʃ, h / are voiceless

/ v, r, z, ʒ / are voiced.

Labio – dental fricatives:

It includes / f / and / v /

/ f /

Examples:

Fight	Affair	Deaf
Fruit	Suffer	Laugh
Fall	Prefer	life

/ v /

Examples:

Vain	Avoid	Brave
Verse	Favour	Give
Virtue	Living	Leave

Dental Fricatives:

They include / θ / and / ð /

/ θ /

Examples :

Thank	Author	Death
Thumb	Truthful	Length
Throw	Worthless	South

/ ð /

Examples :

That	Although	Bathe
Though	Rather	With
They	Southern	Breathe

Alveolar fricatives

They include / s / and / z /

/ s /

Examples:

Sacred	Absent	Burst
Stupid	Escape	Test
Scrape	History	Waste

/ z /

Examples:

Zeal	Busy	Arise
Zealous	Lazy	Advertise
Zero	Wisdom	Freeze

These sounds are produced by bringing the tip and blade of the tongue very close to the teeth ridge. So that air comes out with audible friction. / s / is voiceless and / z / is voiced.

DENTAL FRICATIVES These sounds are produced by bringing the tip of tongue very close to the edge of the upper teeth so that the air passes with audible friction. / θ / is voiceless and / r / is voiced.

Palato Alveolar Fricative

They deal with / s /, / z / and / h /. The palatal alveolar fricative is produced by bringing the tip and blade of the tongue very close to the alveolar ridge and also raising the front of the tongue towards the hard palate, so that, the air passes through the narrow passage with the audible friction.

/ʃ/ is voiceless. / ʒ / is voiced.

/ʃ/

Examples:

Shade	Ancient	Ash
Shell	Caution	Splash
Shut	Worship	Fish

/ ʒ /

Examples:

Decision	Leisure	Treasure
Division	Measure	Garage

/ h /

Examples:

Habit	Ahead	Head
Behave	Hat	Perhaps

Nasal Consonants

A nasal consonant deals with or is produced by making a complete closure of the mouth and letting the air to come out through the nose.

The nasal consonants in English are all voiced. They are:

1. Bilabial / m / as in mail
2. Alveolar / n / as in nail
3. Velvar / ŋ / as in bring.

/ m /

Examples:

Matter	Admire	Aim
Murder	Imagine	Become
Milk	Lamp	Charm

/ n /

Examples:

Knee
Nest
New

Animal
Corner
Enemy

Extend
Inch
Chain

Lateral Consonant:

Lateral consonants include / l / as in late and / w / as in wed.

For the production of the sound / l /, the tip of the tongue makes a contact with the teeth ridge, but the air comes out freely along the sides of the tongue. In the initial position, / r / is a frictionless continuant. It is produced by raising the tip of the tongue towards the back of the teeth ridge and allowing the air to come out through the mouth without any friction.

/ l /

Examples:

Lady
Learn
Lung

Allow
Delay
Police

Arrival
Dull
National

/ r /

Examples:

Radio
Reach
Rubber

Aero plane
Married
Worry

Afraid
Bread
Friend

Semi Vowels

Semi vowels include / j / as in yard and / w / as in wage.

The unrounded palatal-semi / j / is a quick glide from / i / to a more prominent vowel in the same syllable.

/ j /

Examples:

Universe
Usual
Young

Accuse
Future
Popular

Beyond
Nuisance
Excuse

/ w /

Examples:

Wander
Weather
Wary

Quality
Reward
Swing

Quarrel
Twist
Sweet.

Initial Consonant Cluster

The initial consonant cluster includes

/ sp / as in speed, / st / as in stone,

/ sk / as in school, / sl / as in sleep,

/ str / as in stream.

/ sp /

Examples:

Spare
Special
Spoil

Spoon
Spill
Spend

Speed
Spin

/ st /

Examples:

Start
State
Steady

Steel
Steam
Station

Storm
Stir
Stick

/ sk /

Examples:

Scale
Score
Scatter

Scold
Scorn
Skill

Skin
Shirt
Sky

/ sl /

Examples:

Slave
Sleep
Slope

Slight
Slip

Slow
Slide

/ str /

Examples:

Straight
Straw

Stream
Strong

Struck
Strike

Final Consonant Cluster

The final consonant cluster includes / kt / as in act, / tʃt / as in touched, / nt / as in aunt, / st / as in fast, / nd / as in dance, / dʒ / as in birds.

The following consonant cluster have /t/ as the final element, /kt/ as in act, /tʃt/ as in touched, /nt/ as in hunt, and /st/ as in fast.

/ kt /

Examples:

Attract
Connect
Expect

fact
reflect
packed

insect
distinct
strict

/ tʃt /

Examples:

Marched
Preached

matched
reached

searched
touched

/ nt /

Examples:

Amount
Bent
Event

Front
Paint
Obedient

Moment
Invent
Hunt

/ st /

Examples:

Arrest
Beast
Dressed

Forest
Quest
Taste

Pressed
Request
Worst

/ nd /

Examples:

Attend
Behind
Cleaned

Demand
Grand
Kind

Offend
Owned
Round

/ dʒ /

Examples:

Advised
Closed

opposed
pleased

seized
used

Frictionless Continuant:

It is produced by bringing the speech organs in contact as in the production of a fricative consonant but it is very weakly breathed so that there is no audible friction.

Speech sounds are combined into syllables into words which are put together to form sentences.

	BILABIAL	LABIO DENTAL	DENTAL	ALVEOLAR	POST ALVE OLAR	PALATO ALVEOL AR	PALATE	VELAR	GLOTT AL
1. PLOSIVES UNVOICED VOICED	p b			t d				k g	
2. AFFRICATES UNVOICED VOICED						tʃ dz			
3. FRICATIVES UNVOICED VOICED NASAL LATERAL	f v m	o r	s z n			f z	ɲ		h
SEMI VOWEL	w		l				j		
FRICTIONLESS CONTINUANT						r			

The places of articulation that we frequently come across are the following:

- a) Bilabial: The two tips are the articulators-----pile, bile and mile are bilabial sounds.
- b) Labio – dental: The active articulator is the lower lip and the passive articulators are the upper front teeth. The initial sounds in the English words ‘fine’ and ‘vine’ are examples.
- c) Dental: The tip of the tongue is the active articulator and the upper front teeth are the passive articulators. The initial sounds in the English words ‘thin’ and ‘then’ are examples.
- d) Alveolar: The tip or the blade of tongue is active articulator and the teeth ridge is passive articulator. The initial sound in English words-----tin, din, near, sin, zip, love are alveolar sounds.
- e) Post Alveolar: The tip of the tongue is the active articulator and the part of the roof of the mouth that lies immediately behind the teeth ridge is the passive articulator. Sound represented by ‘r’ in English words ‘dry’ and ‘try’ are examples.
- f) Palato – alveolar: The tip of tongue or tip and blade of the tongue are the active articulators and the teeth ridge is the passive articulators. English words ‘sheep’, ‘cheap’ and ‘jeep’, initial sound the French word ‘l’ and the sound represented by letters in the English word ‘leisure’ are example of palato-alveolar sounds.

Vowels

During the articulation of vowel sounds, the lung-air escapes through the mouth without any friction. Vowels are articulated with a structure of open approximation. The active articulator is raised in the direction of the passive articulator in such a way that there is sufficient gap between them to allow the air to escape freely and continuously without any friction.

The active articulator during the articulation of all vowels is the front of the tongue or the back of the tongue or a part of the tongue that is between the front and back of the tongue which we call the centre of the tongue. The passive articulator during the articulation of all vowels is either the hard palate or the soft palate or that part of the roof of the mouth between the hard palate and the soft palate.

The tongue can assume a large number of positions during the articulation of vowel sounds, but the upper surface of the main body of the tongue is usually convex. This is because same part of the tongue- the front, back or centre- is raised in the direction of the roof of the mouth.

Vowel systems are of 2 different types:- 12 are pure vowels, 8 are diphthongs.

12 pure vowels: / i: /, / i /, / e /, / æ /, / a: /, / ʌ /, / ɔ: /, / u /, / u: /, / ə /, / ɜ: /, / ʌ /

Diphthongs : / ei /, / ai /, / ɔi /, / eə /, / iə /, / uə /, / əu /, / au /

Vowels in general Indian English → 11 pure vowels, 6 diphthongs.

12 pure vowels in RP are as in the following words

/ʌ/	→ bus
/i:/	→ beat
/ɪ/	→ big
/e/	→ bed
/æ/	→ back
/ɑ:/	→ father
/ə/	→ above
/ɜ:/	→ bird
/ɒ/	→ cot
/u/	→ book
/ɔ:/	→ born
/u:/	→ rule

Diphthongs in RP :

/ei/	→	age
/ai/	→	bite
/ɔi/	→	boil
/əu/	→	board
/iə/	→	cheese
/eə/	→	air
/uə/	→	poor

Vowel glides:

/əi/	→	bites	/bait/
/ai/	→	boil	/bɔ:l/
/əu/	→	house	/haus/
/iə/	→	cheer	/tʃiər/
/eə/	→	air	/eər/
/uə/	→	poor	/puər/

Description of Vowels

The position of highest point of tongue for this vowel is indicated.

The front of the tongue is raised to a height just below the close position and lips are spread and the tongue is tense. The vowel is comparatively long, but length is reduced before voiceless consonants.

Eg.

Complete	/kəmplit/
Even	/i:vən/
immediate	/ɪ'mi:diət/
cheese	/tʃi:z/

each	/i:tʃ/
chef	/ʃef/
seize	/si:z/

/ i / as in bit :

In the production of vowel the hinder part of the front of the tongue is raised to a position between close and half close.

Eg.

bit	/bit/
cliff	/klif/
ink	/ink/

/ e / OR / ei /:-

In Indian English, this vowel is a monophthong /e:/- a centralized front nearly – close vowel. In British R.P. it is diphthong.

/ ei /, beginning slightly below the half closed position and moving towards R.P. / i /. The Lips are spread

Eg:

Age	/eɪdʒ/
Base	/beɪs/

The quality of this vowel in Indian English is more open than in British R.P.

In either case the front of the tongue is raised to a position between half close and half open.

The lips are loosely spread. The vowel does not occur in the final position.

Eg:

bed	/bed/	edge	offered
ready	/redi/	education	profession

/ æ / as in bad:

For this vowel, the front of the tongue is slightly below and half open position and the lips are in the neutral position and the lips are in the neutral position. / æ / does not occur finally.

Eg:

bank	/bæŋk/
Rank	/ræŋk/
bad,	/bæd/
character, happen , match, sacrifice.	

/ ə /:

/ ə / is a very frequent R.P vowel occurring only in unasserted syllable. In Indian English instead of / ə / the vowel indicated by the spelling is generally used. / ə / and / a: / are free variants in English.

Eg:

about -	/ə'baʊt/
human -	/'hju:mən/

/a: /

This is a long vowel produced with the mouth wide open. The quality in Indian English is somewhat centralized compared to the R.P. vowel which is back and fully open.

Eg :	hard	/hɑ:d/
	part	/pɑ:t/

Barber, after, ask, yard, cart, fast.

/ɒ/ as in hot:

/ɒ/ is a back vowel, while articulating the sound, the lips are fully opened in British R.P. whereas in Indian English they are slightly raised and articulated with rounded lips. The R.P. vowel is short.

Eg:	borrow	/bɒrəʊ/
	moral	/'mɒr(ə)l/

Honest, opposite, loss, knock, doctor, moral.

/ɔ:/ as in horse

In British RP /ɔ:/ is produced by raising the back of the tongue to a position between half open and half close. The lips are rounded. It is a long vowel but the length is reduced before voiceless consonants.

Eg :	ball	/bɔ:l/
	north	/nɔ:θ/

Almost, Audience, Order, Ornament, Ought.

/ʌ/ in bus:

British R.P. /ʌ/ is a central vowel, between open and half open; the lips are neutral. This vowel does not occur finally. In R.P. /ʌ/, /ɜ:/ and /ə/ are separate phonemes, but corresponding to these, Indian English has only one phoneme | |, realized as | | and |^|, the two being used indiscriminately.

Eg :	hunt	/hʌnt/
	much	/mʌtʃ/

Bus, Cut, Dug, Fund, Gun, Luch, Shut, Nut.

/u / as in book:

In production of this vowel the back of tongue is raised to a position between close and half close. The lips are closely but loosely rounded and tongue is long.

Eg:	look	/lʊk/
	room	/ru:m/

bush, could, cushion, good, should, woman.

/ u: / **as in rule :**

This is a long back vowel. The lips are closely rounded and tongue is tense. The length is reduced before voiceless consonants.

Eg:	noon	/nu:n/
	who	/hu:/

Arouse, refuse, smooth, beauty, proof, view, youth, shoot, few, due.

/3:/ as in serve:

In British R.P. /3:/ is a central vowel between half close and half open. The lips being neutral. It occurs only in accented syllable. It is a long vowel but length is reduced before voiceless consonants.

Eg:	bird
	Girl

Simple Vowels

/ e /, / æ /, / ʌ /

Another vowel is needed between /e/ and /ʌ/ that is the vowel /3:/. Say the words bed, bird and bud several times and be sure that mouth is quite wide open for the vowel of 'bird'.

Eg:	/bed/	bed
	/b3:d/	bird
	/bʌd/	bud

/ ɒ , a:, ʌ /

When the vowel / ɒ / is said the tongue is very low and you can see over it to the back of the palate and the pharynx. The /a:/ long vowel. The short vowel /ɒ/ is a bit like /a:/ in quality though of course they must be kept separate.

Eg.	/lʌk/	luck
	/kʌd/	cud
	/lʌst/	lust
	/kʌp/	Cup

/ɒ , ɜ:, u, u:/

All four vowels, /ɒ , ɜ:, u, u:/ must be kept separate

The vowel /ɜ:/ as in her /hɜ:/ is a long vowel which is not very close in quality to any of the other vowels and usually sounds rather vague and indistinct to the foreign learner. In the first case there is no danger of misunderstanding although the vowel will sound strange; in the second case there is danger of misunderstanding.

/pɜ:s/ purse. /pa:s/ pass
/hɜ:d/ heard /ha:d/ hard

Diphthongs:

A diphthong is a glide from one vowel to another and the whole glide acts like one of the long, simple vowels, so we have / iə /, / uə /, / eə / and / ei /, / ai /, / ɔi / and / əu /, / au /. The diphthongs of English are in three groups: those which end in / ə, i, u /.

Table of Diphthongs

DIPHTHONGS	INITIAL	MEDIAL	FINAL
/ au /	Oust	town	row
/ əu /	old	road	go
/ ei /	age	sage	stay
/ ai /	ice	time	buy
/ ɔi /	oil	boil	try
/ iə /	ear	fears	dear
/ eə /	air	carder	hair
/ uə /	—	tourist	poor

Monophthongs

S.No.	Symbol	Keywords	Phonetic Transcription
1.	/i:/	Meet, meat, cheap	/mi:t/ /mi:t/ /tʃ i:p/
2.	/i/	Sit, will, strip	/sit/ /wil/ /strip/
3.	/e/	Met, tell, hell	/met/ /tel/ /hel/
4.	/æ/	act, bad, cat	/ækt/ /bæd/ /kæt/
5.	/a:/	ask, heart, father	/a:sk/ /ha:t/ /fa:ðər/
6.	/ɒ/	Pot, fought, shot	/pɒt/ /kɒt/ /sɒt/

Diphthongal Glides:

/ ai / as in bite :

In the production of / ai /, there is a glide from the front open position towards /i/ the starting point is retracted in Indian English. The lips change from a neutral to a loosely spread position.

(i) I – accented

(a) it consonant letter + nute

bite	/bait/
fine	/fain/
write	/wrait/

(b) /i / in other positions

British R.P.

Claim	/kleim/
Rival	/raivl/

-ie :

die	/dai/	tie	/tai/
flies	/flaiz/	cried	/kraid/

-igh:

high	/hai/	light	/lait/
might	/mait/	fight	/fait/

-ei

British R.P.

Either	/aiðə ^r /
Height	/hait/
Neither	/naiðə ^r /

/ɔi / as in boil

In R.P. the glide for this diphthong begins near the back half position and moves in the direction of /i /. In Indian English it begins in a more open position. The lips are open-rounded at the beginning and neutral at the end.

-oi:

British R.P.

Boil	/bɔil/
Choice	/tʃɔis/
Noise	/nɔiz/

Oil	/ɔil/
Point	/pɔint/

-oy:

annoy	/ənɔi/
boy	/bɔi/
toy	/tɔi/

British R.P. /a u/

The glide for this diphthong begins between the front and the back open positions and proceeds in the direction of [u]. The lips are neutral in the beginning and weakly rounded at the end.

	British R.P.	Indian English Variant
-ou:		
about	/əbaʊt/	
bound	/baʊnd/	
doubt	/daʊt/	
house	/haʊs/	

-ow:

Allow	/əlaʊ/	elav
Cow	/kaʊ/	kav
How	/haʊ/	nav
Town	/taʊn/	taun

/iə/ as in cheer

The glide for /iə/ begins with /i/ and moves towards /ə/. The lips are neutral.

Accented /iə/

(i) e, accented + r (Indian English has /i:/ in these words)

	British R.P.	
Period	/pɪə.ri.əd/	/pi:riəd/
Serious	/sɪə.ri.əs/	si: I s
Zero	/zɪə.rəʊ/	zi: o:

(ii) eer

Cheer	/tʃɪə/	t I
Deer	/dɪə/	d I

(iii) ear

Dear	/dɪə/	dɪ
Ear	/ɪə/	ɪ
fear	/fɪə/	fɪ
hear	/hɪə/	hɪ

(iv) ere

here	/hɪə/	hɪ
mere	/mɪə/	mɪ

(v) ier

Fierce	/fɪəs/	fɪ s
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/eə/ as in air

The glide for this diphthong begins with /e/ between front half-close and half-open positions and moves towards /ə/. The lips are neutral.

	British R.P.	Indian English
(i) air		
Air	/eər /	e
Chair	/tʃeər /	t e
fair	/feər /	f e

(ii) as accented + vowel letter

base	/beɪs/	b e
care	/keər /	ke
dare	/deər /	d e
rare	/reər/	e

/uə/ as in poor

The glide for /uə/ is from /u/ to /ə/. The lips are weakly rounded at the beginning and neutral at the end.

Accented u	British R.P.	Indian English
Poor	/pɔːr/	pu
Sure	/ʃɔːr/	oː

Accent and Rhythm in connected Speech

Accent or Stress

English words have one or more syllables. A syllable is a complete sound unit. In the words containing more than one syllable, one syllable or, sometimes, two syllables sound prominent, that is, they receive the stress or accent. The more prominent of the two syllables receives the primary accent like in the words A'CROSS and CULTI'VATION

The accentual pattern of English words does not rigidly conform to any set of rules and one should learn to speak with the right accent by being exposed to the right models of speech.

Eg. 'ACTION	A'BOUT	MIS'TAKE	'MEDICAL
'COLOUR	A'MOSE	HO'TEL	'FAMILY

In English connected speech we can find accentual features that are similar to the accentual features of polysyllabic words said in isolation. In a polysyllabic word said in isolation, one syllable stands out from the rest. (as in sub'mit – the second syllable is more prominent than the first, so we say that the second syllable of this word receives the accent). Or it may happen that two syllables stand out from the rest, one carrying primary or tonic accent and the other carrying secondary accent (as in varia'bility – the first syllable carries secondary accent and the third syllable carries primary accent i.e., the third syllable is more stressed).

Similarly, in connected speech some words stand out from the rest.

Eg : He come
 'Meet me at ten.
 'Buy me a 'pen
 I 'ran a 'race
 'Sing a 'song

Non-tonic accent is marked with the usual stress mark ['] and tonic accent is marked with the usual stress mark ['] if the tone is falling [\], and [/] if the tone is rising.

The choice of the syllable receiving primary accent depends on the meaning the speaker wants to convey.

Accent and Rhythm

English is said to have a stress-timed rhythm. This means that in an English utterance, the strong or prominent or accented syllables have the tendency to occur at regular intervals of time, irrespective of the number of weak or unaccented syllables between any two accented syllables.
 Eg : 'Tom has just returned from 'London. 'Gopal's 'friend Pa'tel re'ceived a 'prize from the 'President.

Weak forms: There are number of words in English which have two or more qualitative and quantitative patterns depending upon whether they are accented or not. When these words are accented or when they are pronounced in isolation, the strong forms of these words are used. When they are unaccented, the weak forms of these words are used. The weak forms exhibit reductions of the length of sounds, weakening of the vowels in them and also in the elision of vowels and consonants.

Articles	Strong Form	Weak form
a	/ei/	/ə/
an	/æn/	/ən/
the	/ði:/	/ðə/
	before a vowel	before a consonant

Auxillary verbs

am	/æm/	/əm/
are	/a:ˈ/	/əˈ/

Auxillary verbs

	Strong form	Weak form
Can	/kæn/	/kən/, /kn/□
could	/kʊd/	/kəd/
does	/dʌz/	/dəz/
do	/du:/	/də/, /du/
Had	/hæd/	/həd/, /əd/, /d/
has	/hæz/	/həz/, /əz/, /z/, /s/
have	/hæv/	/həv/, /əv/, /v/
is	/iz/	/z/, /s/
must	/mʌst/	/məst/ /məs/
shall	/ʃæl/	/ʃəl/
was	/wɒz/	/wəz/, /wz/
were	/wɜ:ˈ/	/wəˈ/,
will	/wil/	/wil/,
would	/wud/	/wəd/, /əd/, /d/

Prepositions

	Strong Form	Weak Form
at	/æt/	/ət/
for	/fɔ:/	/fəˈ/
from	/fra:m/	/frəm/
of	/ɒv/	/əv/
to	/tu:/	/tu/ /tə/

Conjunctions

And	/ænd/	/ənd/, /ən/
as	/æz/	/əz/

than	/ðæn/	/ðən/
that	/ðæt/	/ðət/
but	/bʌt/	/bət/

Others	Strong Form	Weak Form
be	/bi:/	/bi/
been	/bi:n/	/bin/
he	/hi:/	/hi/
her	/hɜ:/	/hə/
him	/him/	/im/
his	/hiz/	
me	/mi:/	/mi/
not	/nɒt/	
she	/ʃi:/	/ʃi/
sir	/sɜ:/	/sə/
Some	/sʌm/	/səm/
there (indefinite adverb)	/ðeə/	
us	/ʌs/	/əs/
we	/wi:/	/wi/

The weak forms of prepositions are not used when they occur finally in a word.

Intonation

The rate at which the vocal cords vibrate is called the frequency of vibration and this determines the pitch of the voice. The more rapidly the vocal cords vibrate, the higher will be the pitch.

We hear constant variations in the level at which one's voice is pitched. Sometimes the pitch rises and sometimes it falls. At other times it remains at same level, high or low. The patterns of variation of the pitch of the voice (ie., the way in which the pitch varies) constitute the intonation of a language.

A syllable on which a pitch change takes place is usually marked with one of the following signs, depending on the type of pitch change:

[^] the pitch falls from very high to very low. (the tone is called a high fall)

[\] the pitch falls from mid to very low (the tone is called low fall)

[/] the pitch rises from very low to very high. (the tone is called high rise normally marked above the word)

[↗] the pitch rises from low to mid. (the tone is called low rise normally marked below the word)

[v] the pitch falls from about mid to low and then rises again to mid
(The tone is called fall-rise)

[^] the pitch rises from low to about mid and then falls again to low. (The tone is called rise-fall)

An accented syllable can be said with a changing pitch (when it is marked with one of the several signs given above depending upon the type of pitch-change) or on a level pitch, high or low. If it is said on a high level pitch it is marked [˥], i.e., with a vertical bar above and before the syllable. If it is said on a low level pitch, it is marked [˩], i.e. with vertical bar below and before the syllable.

1. I've ˥just ˥bought a ˩car.

The syllables just and bought are said on a high level pitch and the syllable car is said with a high falling tone.

2. I ˥want you to ˩do it. (want is said on a high level pitch and do is said with a high falling tone)
3. ˥John and ˥George are ˩friends. (John and George are said on a high level pitch and friends with a low falling tone)
4. ˩Can you ˩come? (can is said on a low level pitch and come with a low rising tone)

A syllable which is said on a level tone--high or low--is said to have a static tone and the one on which there is a pitch change is said to have a kinetic tone.

There are three important factors in the study of intonations:

(a) The division of an utterance into groups:

We divide long utterances into small groups while speaking. In other words, we pause here and there in the middle of an utterance. The stretch of speech between any two pauses constitutes a group.

- Eg.
1. I'm going
 2. I'm going to buy a car
 3. Can we go there
 4. What a fine piece of cloth!

(b) Choice of a syllable on which pitch movement will have to be initiated:

Having divided an utterance into tone groups, the speaker will have to choose one of the syllables in a tone group on which to initiate a pitch movement during speech. The syllable on which a pitch movement begins is called the nucleus of the tone group or the tonic syllable.

Eg.

1. I want you to take the dog for a walk in the 'park. (park is the tonic syllable. What the speaker wants to convey is that the dog should not be taken anywhere else)

2. I want you to take the dog for a 'walk in the park (walk is the nucleus. The speaker wants to give special emphasis to walk)
3. I want you to take the 'dog for a walk in the park. (dog is the nucleus. The speaker wants the other person to take the dog and not any other animal, for a walk)
4. I want 'you to take the dog for a walk in the park (the word you is the nucleus. The speaker wants the addressee and not anyone else, to take the dog for a walk)
5. 'I want you to take the dog for a walk in the park. (the word I is the nucleus. The speaker wants to emphasize that he and no one else, is giving the order to the hearer)

The first accented syllable in a tone-group is called the head; the most prominent syllable in a tone-group in which a pitch movement takes place is called the nucleus; the syllables between the head and the nucleus constitute the body of the tone-group; the syllables after the nucleus, if any, constitute the tail of the tone-group. The syllables before the first accented syllable, if any constitute the pre-head.

Pre-head	Head	Body	Nucleus	Tail
It	looks	as if it's going to	'rain	now
I'm --	'going 'Go	to Mad'ras to and 'get me some	'mor 'wa	row ter
I'm -- --	afraid 'Shut 'One	I 'can't -- of the 'two boys began to	'help 'up 'weep	You -- --
I --	'want 'When	You to prepare well for the exami did you	'na 'come ?	tion --
It --	'was 'Thank	n't what I You for the oppor	'want 'tu	ed nity
That	'girl's	very	'beau	tiful

- (c) **The choice of a tone:** Having divided a sentence into tone-groups and having chosen the nucleus, a speaker has to choose one of the various tones. Intonation in English serves (a) a grammatical function (b) an attitudinal function. With the help of intonation, the hearer can make out whether a particular utterance is a statement a question, a command or a request.

Eg.

- ↘ Looking for, something (falling tone – a statement)
- ↗ looking for, something? (Rising tone – a question)
- ↘ Going to Bom'bay. (Falling tone – a statement)
- ↗ Going to Bom'bay ? (Rising tone – a question)
- ↘ Shut the 'door (Falling tone – a command)
- ↗ Shut the door (Rising tone – a request)

With the help of intonation one can find out the attitude or mood of the speaker.

Situational Dialogues

Role Play

When two or more than two persons are communicating orally, dialogue occurs. Dialogue is made up of (i) Content and (ii) expression. Content refers to what you want to share and receive and expression to how you say it and how others say it. The purpose of the dialogue can be

- (a) a simple greeting
- (b) merely spending time
- (c) to give and receive information
- (d) advice /orders / requests
- (e) discussion / argument

A dialogue can be divided into formal, semi-formal or informal depending upon the relationship between the people talking

between the people talking		
i) Strangers	}	Formal
ii) Officials- govt. and private organizations		
iii) Superiors – Working place		
iv) Acquaintances	}	Semi- formal
v) elders / Public figures		
vi) Colleagues		
vii) Distant relatives	}	informal
viii) Neighbours		
ix) Friends		
x) Relatives	}	
xi) Neighbours – intimate by contact		

In formal situations, only what is essential or available is spoken. The amount of content is minimal. Politeness and respect should be shown in language and behaviour. Emotions are expressed in a controlled manner.

For semi-formal situations greetings, enquiries, discussions of personal problems can be a part of the content. But the tone is still polite and respectful.

In informal situation, the intimacy level is high and information is freely shared.

Telephoning Skills:

Telephoning skills is a must in today's world. Identify yourself initially if you are making the call. If the other person has called you wait for him / her to end the call. Keep in mind that you depend entirely on your voice and tone to convey information during a telephone call. Be very

concise and as precise as possible. Adopt a friendly tone. A telephone conversation should ideally have the following parts:

- i) welcoming a call
- ii) Making polite enquiries
- iii) Actual message
- iv) Ending on a friendly note.

Giving Directions

While giving directions, be careful to see that your lefts and rights tally with the listener. Also landmarks like school, hospitals, parks etc should be mentioned. It is always good to allow the listener to repeat your directions so that you can clarify any confusion in his mind.

JUST A MINUTE (JAM) SESSIONS

Jam sessions started as a game and are fast emerging as an important language improving tool. The persons talking part in these sessions are required to speak for a minute continuous on the subject given to him at the spot. Apparent simple, jam sessions demand your rapid thinking skills and considerable language skills.

Describing Objects/ Situations / People

This is a basic skill needed in our day to day life and requires the extensive use of adjectives. It is helpful in developing a good vocabulary. Description should be based primarily on the way an object or a person looks and then progress to qualities and abstractions.

Information Transfer

Transferring information from textual to graphic form and vice-versa are important skills. Information presented graphically is easier to understand.

Pictorial representation has many advantages

- Allows quick and easy viewing of a large amount of data.
- Quicker to locate required information.
- Data relating to a long period of time or to a large number of people can be effectively summarized.
- Convenient to use in making comparisons involving large amounts of data.

The different types of graphic representation are tables, bar-charts, amps, graphs, pie charts, tree-diagrams, flowcharts and pictograms. Always choose a form that suits your data and presents it clearly, accurately and interestingly.

Presentation Skills

A presentation is a purposeful communication. It is the process of presenting a topic to an audience, with a specific purpose. The skill to make a powerful presentation has now become an essential prerequisite for people from different walks of life.

Students need to make presentations on various academic topics

Teachers make presentations as part of their teaching and learning process.

Business professionals make presentations to customers to enhance their business prospects or to their peers to inform them of something.

The brief and clear statement that you use of to introduce the central argument of presentation is the title. This act as a preview for your audience and tells them what the entire presentation is about.

Your knowledge about your audience should help you to take decisions about the kind of language (formal or informal) you want to use, the extent of information could cover and the ways to involve the audience in the presentation.

Methodology:

How do you go about making your presentation?

You make the presentation informal if the audiences are your colleagues/ friends and it must be formal if your audiences are businessman, clients or your superiors.

How many visuals do you want to use? This depends on the type and the amount of information you would want to use.

Do you want to use humour? If your presentation is mainly to entertain your audience you could use humour. In a formal presentation, use humour sparingly.

Structure your presentation

Organize your presentation in a logical structure. Presentations are normally organized in three parts and concluded with a question answer session. The three parts of a presentation are:

Opening

Announce your topic and thesis statement

To open the presentation, you may use questions, quotes, statistics, shock statements or proverbs

Body

Explain the structure of your presentation.

Keep to your structure throughout.

Use 'signpost' throughout.

Use signaling devices such as firstly, secondly, finally etc.

Conclusions

Summarize your presentation.
Remember to thank your audience.
Invite questions and offer to answer them if you can.

Question and Answer Session

Most of the impact you are going to leave on your audience will be decided on how you handle the questions.

Plan ahead

At the time of preparation, as you are preparing for your audience, anticipate questions that might be asked by the audience and have their answer ready.

While making your presentation, you will know how well the content is being received by the audience. Make eye contact with every member of the audience and ensure that they are with you.

Rephrase or repeat the question

This is done mainly to assure the questioner that you have understood the question clearly and correctly, to help others understand the question and to buy time before answering.

Pause and Answer

Pausing will surely have a great effect when used wisely.

Break eye contact with the questioner.

Initially, for few seconds, you may have eye contact with the questioner, but you should break your eye contact with him /her and speak to the entire audience. Relate your answer to one of the major points. You must view this as the last chance for you to make your presentation much more useful to your audience.

Learn to handle negative questions

Rephrase the negative question to make it less emotional and more mental. If these are questions that you cannot answer express your inability to answer it immediately. Offer to follow it up and also specify how and when you wish to do that.

Coping with stage fright

It is human to have some nervousness while facing an audience.
Do not tell your audience that you are nervous.
Focus on your message and not on yourself.
Overcome your fear by using physical movements and gestures.
Practice deep breathing.
Be warm and friendly with your audience
Make effective use of non-verbal communication:
A large part of communication takes place through body language.

Maintain eye contact: Maintain eye contact to sound credible with what you say. Look in the eye of each member in your audience.

Use facial expressions: A warm smile can reduce the tension and suggest to your audience that you are not very serious.

Use gestures: Use your face, head, arms and shoulders to enhance the meaning of your words.

Use only appealing and positive gestures.

Do not wave your arms around all the time

Do not shake your head violently.

Do not use the same gestures repeatedly.

Modulating your voice will make your voice interesting.

Before you actually make your presentation, rehearse it. Rehearsing helps you.

Be clear about your content and pronounce or utter the words correctly.

Debates:

Debating is a method of interactive argument, though a debate is an argument; it is not an undisciplined shouting match between parties holding different points of view.

Debate and Group discussion:

Debate differs from a group discussion in several ways. Debate is basically an event where participants take a particular stand on a given topic and stick to it as they speak on it. A group discussion, on the other hand, is a cooperative process in which members discuss a topic and reach a consensus. You need to be very flexible in a group discussion.

Essentials of a Debate

Content:

It is subject matter of your speech.

Use Examples

You should divide your matter into arguments and examples.

An argument is a statement.

An example is a fact or a piece of evidence which supports an argument.

Have Unity:

A good debating team maintains unity in their debate. Unity is created by a clear awareness of the definition, of what the other speakers have said and of what the team line is.

Structure your content:

Structure refers to how you organize your content. Structuring your arguments properly will make your ideas clearer.

Delivery:

Delivery is how you present what you say.

Eye contact:

Look in the eyes of your opponents as you present your views. This helps you to hold their attention.

Voice:

Use volume, pitch and speed to emphasize the important points in your speech. A sudden, loud burst will grab your audience's attention.

Gestures:

Make deliberate use of gestures with confidence. If you are going to stand still, stand with confidence. Don't let your body apologize for your presence by appearing nervous. Use your whole person to create an impact and persuade the audience.

Enunciation:

Speak clearly, carefully and slowly, so that the impact is effective.

Clarity:

Avoid the use of terms which can be interpreted differently by different speakers. In a debate, you are talking to people who substantially disagree with you and they are likely to interpret your words differently to suit their convenience. So clarity in words and ideas is essential.