Introduction to Phonetics and Phonology

ENG 0231-1103

Adnan Shakur
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Teaching Frameworks: Course Outlines and Resources for OBE

Course Code	ENG 0231-1103
Course Title	Introduction to Phonetics and Phonology
Course Type	Core Course
Course Teacher	Adnan Shakur
Credit Value	3
Contact Hours	51
Total Marks	150

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

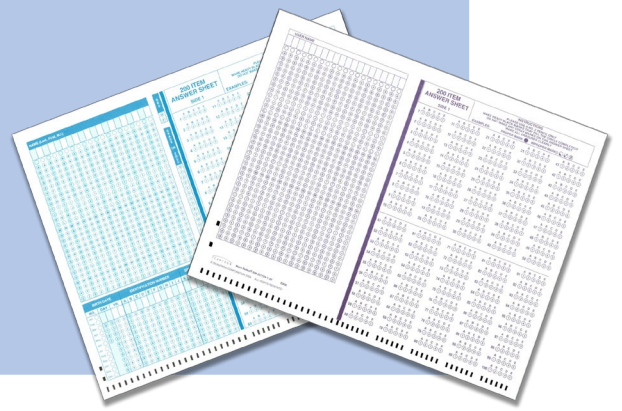
CLO 1	Demonstrate knowledge and understanding of basic ideas about phonetics & Phonology.
CLO 2	Accurately identify the physiology of the vocal tract and corresponding sounds by articulator/manner/voicing.
CLO 3	Identify the main 44 speech sounds and the places and manner of articulation of the main 44 speech English sounds
CLO 4	Discuss, explain and apply suprasegmentals such as stress and intonation
CLO 5	Successfully use the International Phonetic Alphabet to perform phonemic and phonetic transcription tasks.
CLO 6	Pronounce words and sentences in a native-like fashion.

Assessment Pattern

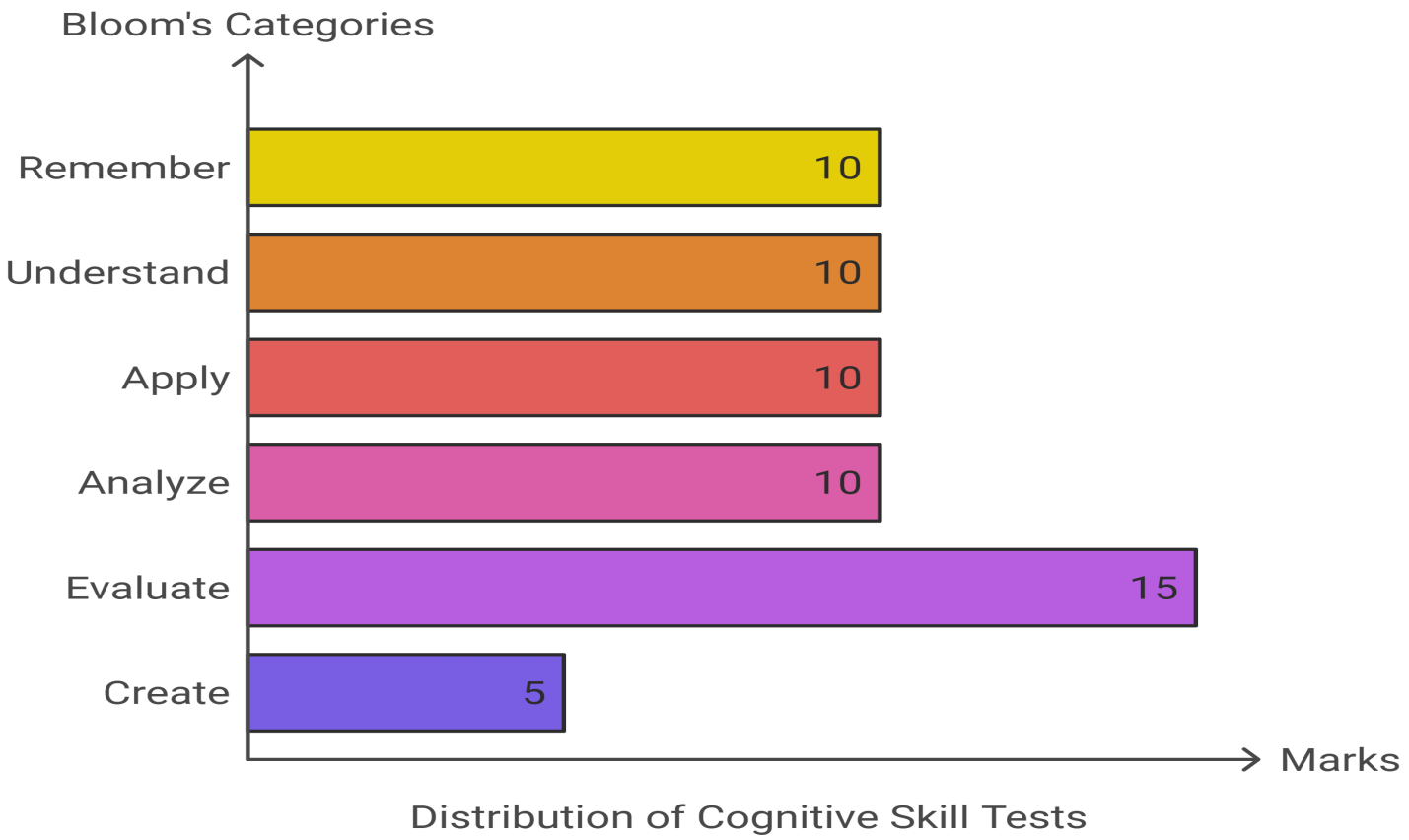
Total Marks Per Credit 50 Marks	
3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

CIE- Continuous Internal Evaluation (90 Marks-60%)

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular Activities (20)
Remember	10		05	Attendance: 10 Viva-Voce: 10
Understand	10	05	05	
Apply	05	10		
Analyze	10			
Evaluate	05			
Create	05			

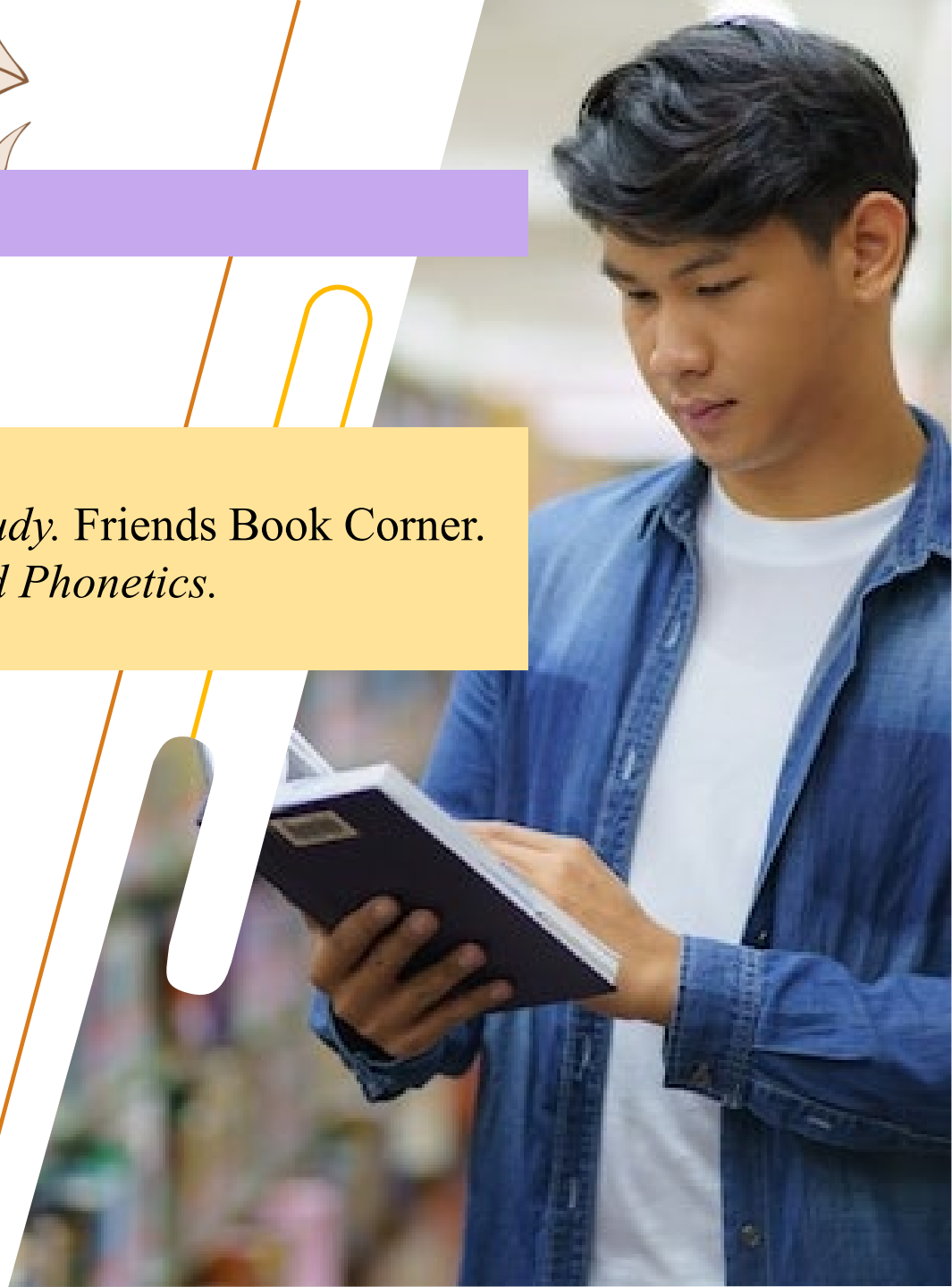


SEE- Semester End Examination (60 Marks-40%)



Suggested Readings:

- Roach, P.. *English Phonetics and Phonology.* Cambridge.
- Maniruzzaman, D. M.. *Introduction to English Language Study.* Friends Book Corner.
- Varshney, D. R.. *An Introductory Textbook of Linguistics and Phonetics.*



Course plan specifying content, teaching-learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	• Phonetics & Phonology • Branches of Phonetics	• Class lecture with Digital Equipment & Interactive • Demonstration • Prescribed books will be followed by the learners.	• Class Attendance • Class performance • Summative Assessment	CLO 1
2	Difference between Phonetics & Phonology	• Class lecture with Digital Equipment & Interactive • Demonstration • Prescribed books will be followed by the learners	• Class Attendance • Class performance • Summative Assessment	CLO1

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
3	Organs of Speech	• Class lecture with Digital Equipment & Interactive Demonstration • Prescribed books will be followed by the learners.	• Assignment • Summative Assessment	CLO 2
4	• Vowel Sound • English Vowels • Monophthongs	• Class lecture & illustration of diagram & Interactive Demonstration • Note-taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Class Performance • Summative Assessment	CLO 2 CLO 3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
5	Monophthongs	• Class lecture using digital equipment & illustration on board • Interactive Demonstration • Note taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Quiz • Summative Assessment	**CLO 2** **CLO 3**
6	• Diphthongs • Triphthongs	• Class lecture using digital equipment & illustration on board • Interactive Demonstration • Note taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Class performance • Summative Assessment	CLO 2 CLO 3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
7	• Consonant Sounds • Places of Articulation	• Class lecture using digital equipment & illustration on board • Interactive Demonstration • Note-taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Class performance • Summative Assessment	CLO 2 CLO 3
8	Places of Articulation	• Class lecture using digital equipment • Interactive Demonstration • Note-taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Quiz • Summative Assessment	CLO 2 CLO 3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
9 & 10	Manner of Articulation	• Class lecture following the prescribed book. • Illustration on Board. • Interactive Demonstration • Note taking by the learners (If necessary) • Prescribed books will be followed by the learners.	• Class Attendance • Quiz • Summative Assessment	CLO 2 CLO 3
11	• Phone, Phoneme, Allophone • Syllables	• Class lecture following the prescribed book. • Illustration on Board. • Interactive Demonstration • Note taking by the learners (If necessary) Prescribed books will be followed by the learners.	• Class Attendance • Class performance • Summative Assessment	CLO 4

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
12	• Stressed And Unstressed Syllables • Factors of Stress Prominence	• Class lecture with Digital Equipment & Interactive Demonstration • Prescribed books will be followed by the learners	• Class Attendance • Class performance • Quiz • Summative Assessment	CLO 4
13	• Factors of Stress Prominence • Tone & Intonation	• Class lecture with Digital Equipment & Interactive Demonstration • Prescribed books will be followed by the learners	• Class Attendance • Class performance • Class Test • Summative Assessment	CLO 4

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
14	• IPA • IPA symbols	• Class Lecture • Demonstration • Illustration on Board	• Class Attendance • Class performance • Summative Assessment	CLO 5 CLO 6
15 & 16	IPA Transcription	Practical & interactive demonstration	• Task-based Evaluation • Summative Assessment	CLO 5 CLO 6
17	• Textual IPA Transcription • Wrap- up Class	Practical & interactive demonstration	Assignment	CLO 5 CLO 6

Thank you

Office hours:
9:00am-5:00pm B3; Room 201

Please send all questions to:
adnanshakur2@gmail.com

Phonetics Vs Phonology

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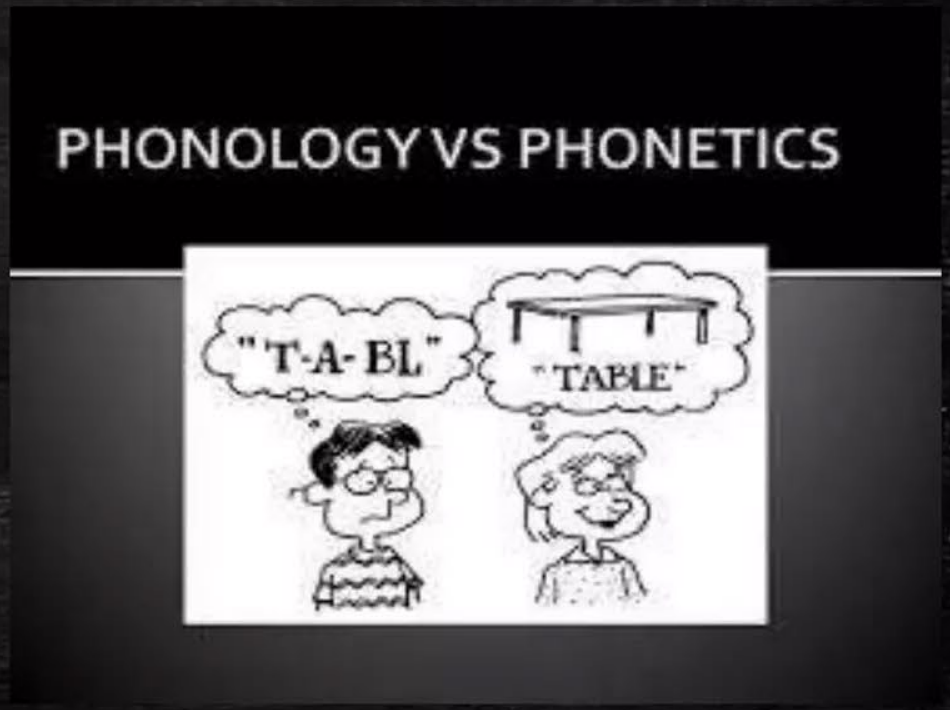
PHONETICS VS PHONOLOGY

Key Difference: Phonology is the study of how sounds are organized in individual languages. On the other hand, Phonetics is the study of actual process of sound making. Both are important areas of study of linguistics.



PHONETICS VS PHONOLOGY

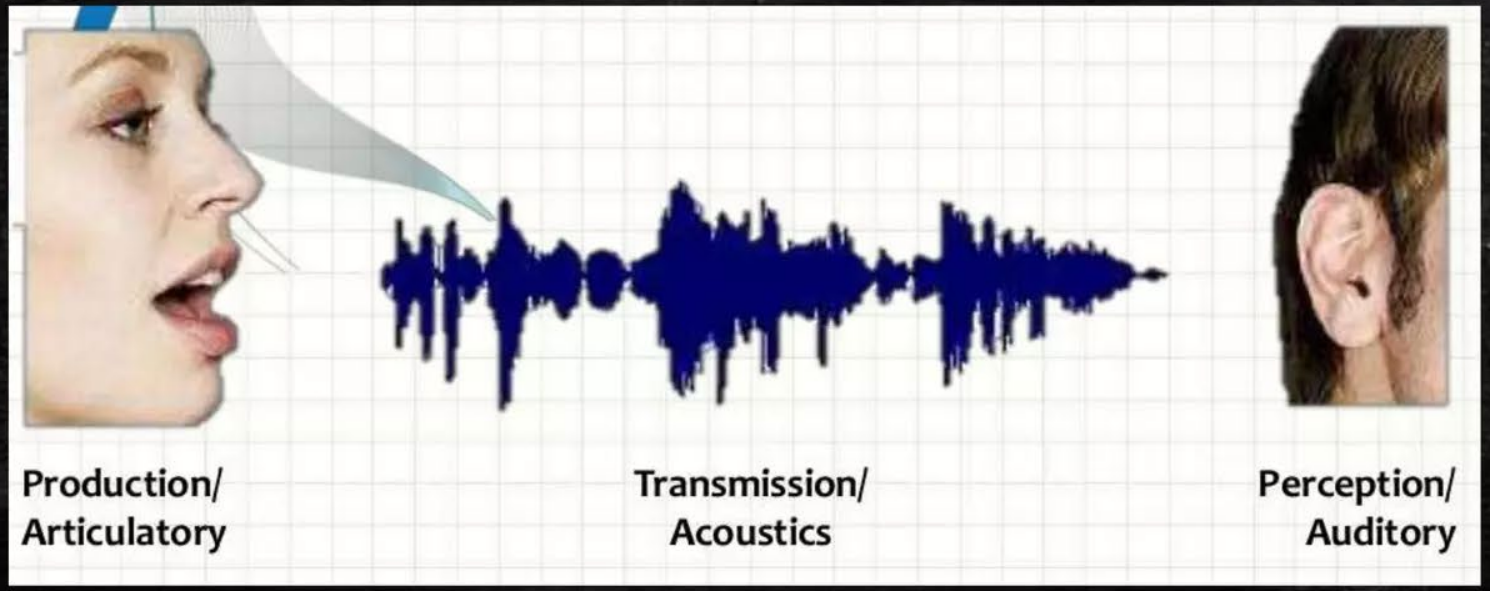
Phonetics and Phonology are two subfields of Linguistics dealing with speech sounds. Both of them seem to be overlapping in recent years, and therefore create some confusion regarding their meanings.

PHONETICS VS PHONOLOGY

Phonetics has been derived from the Greek word phone meaning sound/voice. It is one of the important branches of linguistics which deals with the study of speech sounds. It covers the domain of speech production and its transmission.

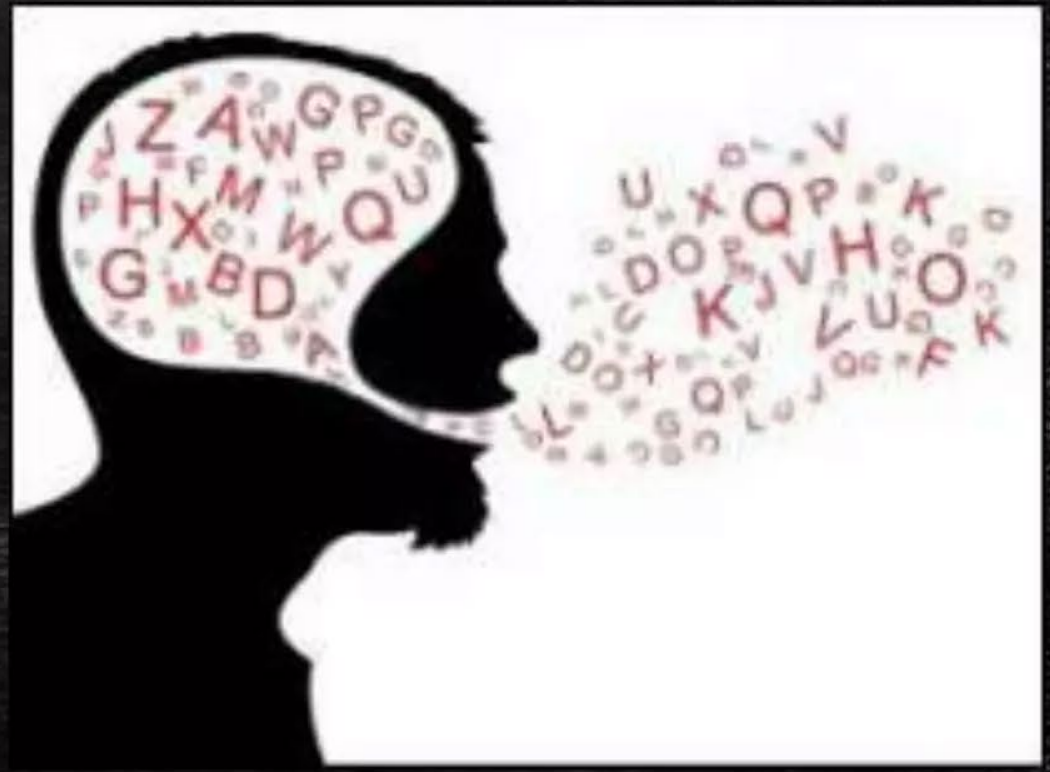
PHONETICS VS PHONOLOGY

Phonetics also covers the reception aspect of speech. The sounds made by us when we talk are studied through different branches of Phonetics like Acoustic Phonetics, Auditory Phonetics and Articulatory Phonetics.



PHONETICS VS PHONOLOGY

Phonology is another branch of linguistics which focuses on the organization of sounds by studying speech patterns. The key words for describing Phonology are distribution and patterning related to speech. It is aimed to determine the sound patterns of all the languages.

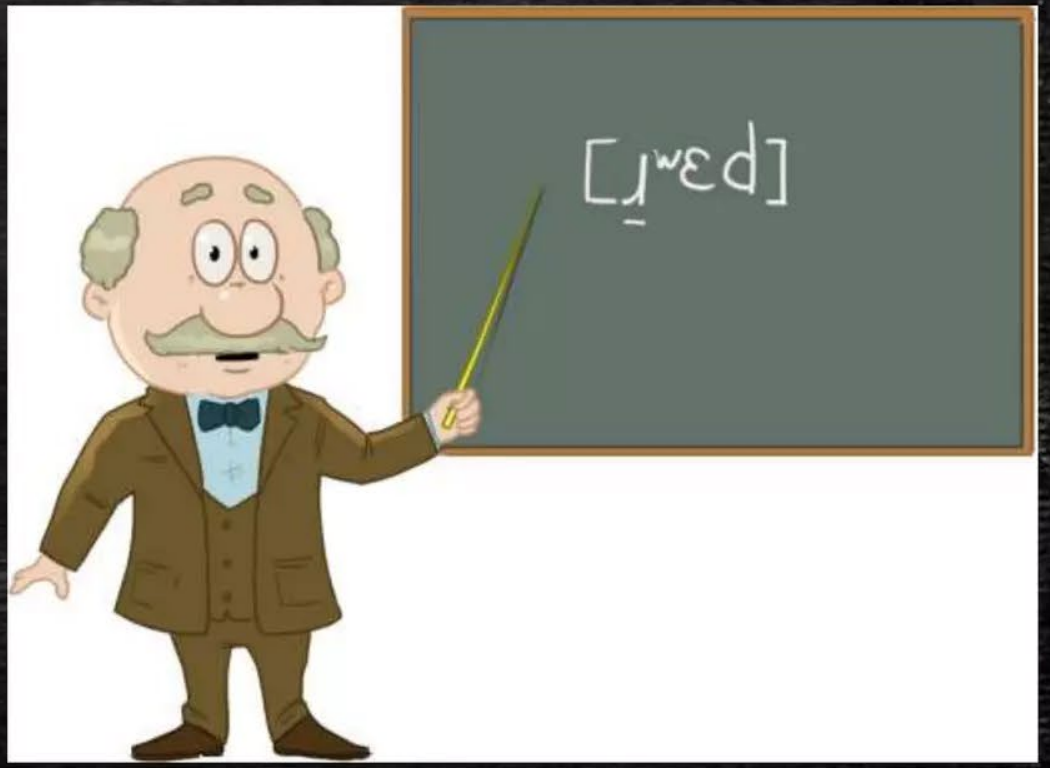


PHONETICS VS PHONOLOGY

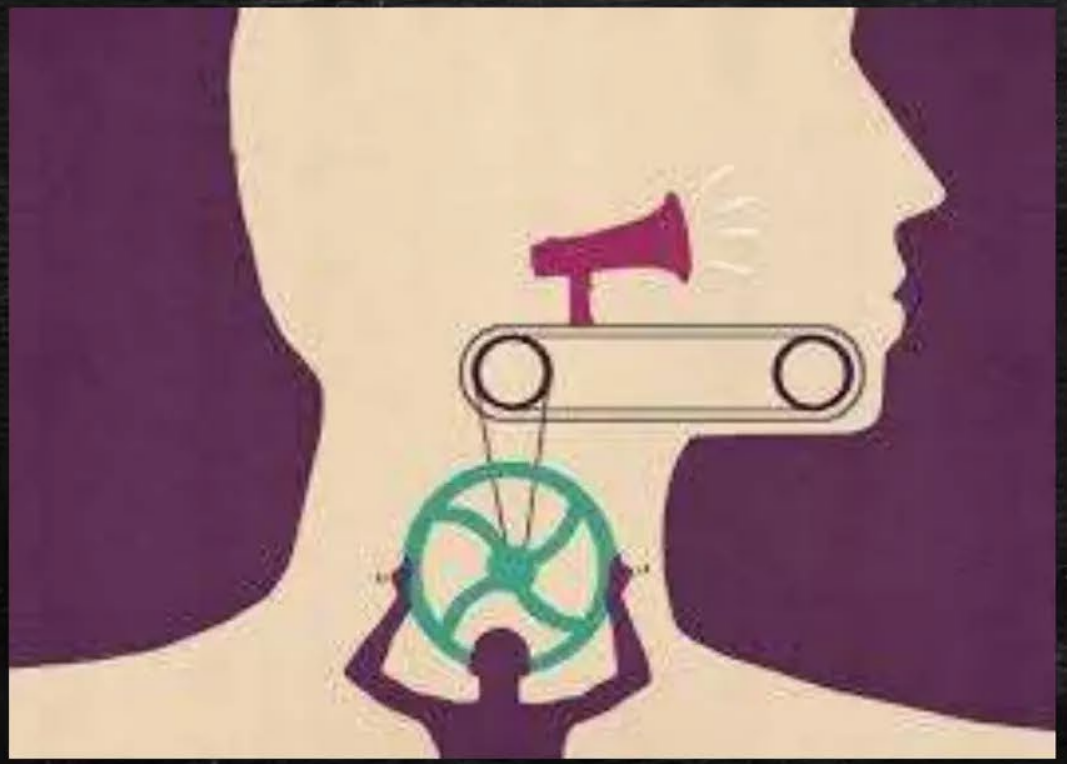
Phonologists may look into questions like – why there is difference in the plurals of cat and dog; the former ends with an s sound, whereas the later ends with the z sound.

PHONETICS VS PHONOLOGY

Phonetics deals with physical description of sounds, whereas phonology is all about description of sound interrelation and function. A simple way to understand both is to consider Phonetics as the physics of sound and Phonology as the psychology of sound.



PHONETICS VS PHONOLOGY



Phonetics looks into the speech sounds of a language in a generalized and idealized manner. On the other hand, Phonology looks into the functional aspect of speech sounds in that language.

PHONETICS VS PHONOLOGY

Phonetics and Phonology are closely related to each other, and therefore it is often recommended not to divide them on the basis of strict rules or points.

COMPARISON BETWEEN PHONETICS AND PHONOLOGY:

	Phonetics	Phonology
Definition	Phonetics can be considered as a branch of linguistics as it deals with the study of the sounds of human speech. It also considers the function production and auditory qualities of human speeches.	Phonology is another branch of linguistics which focuses on the organization of sounds by studying speech patterns. The key words for describing Phonology are distribution and patterning related to speech.

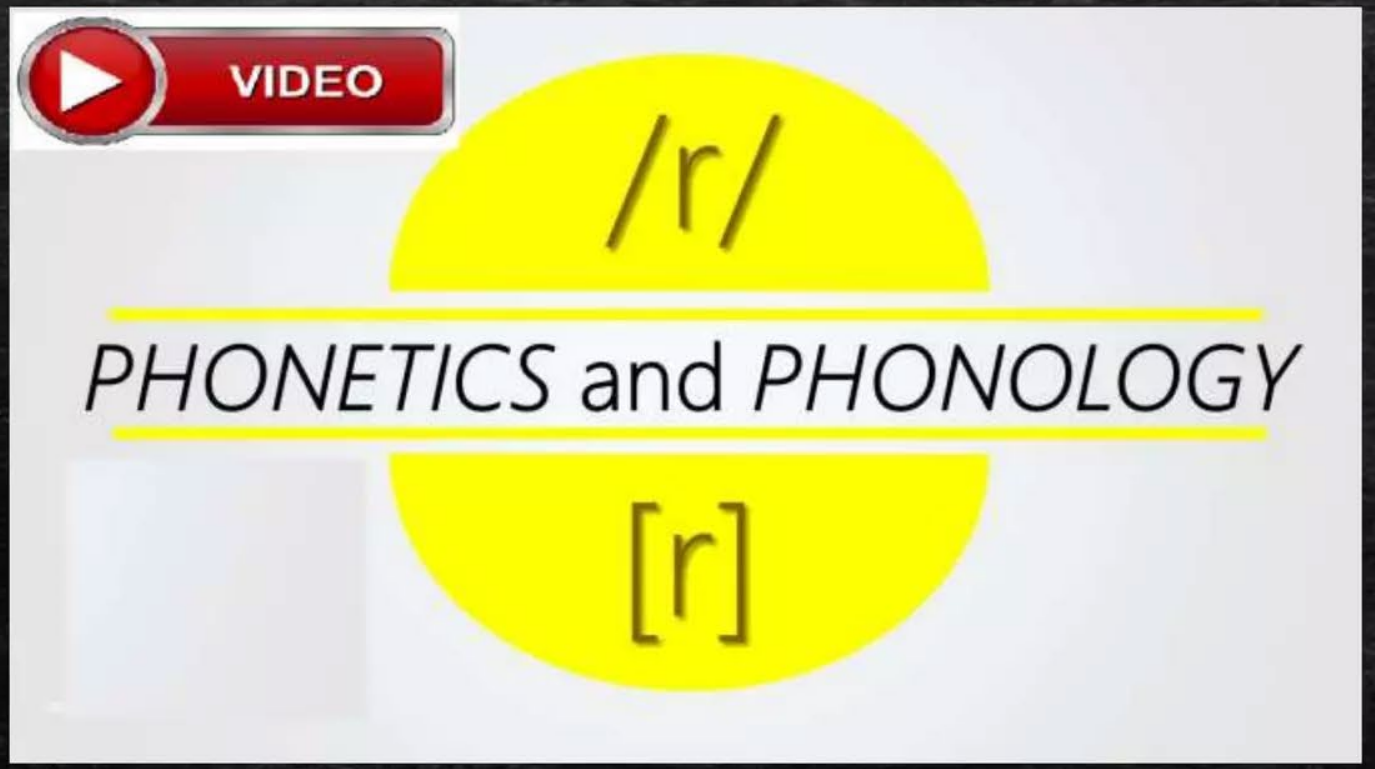
COMPARISON BETWEEN PHONETICS AND PHONOLOGY:

	Phonetics	Phonology
Described as	Physics of sound	Psychology of sound
Focus	Theories of speech production and perception	Rules or constraints to find out about the combinations of sounds of a language.

COMPARISON BETWEEN PHONETICS AND PHONOLOGY:

	Phonetics	Phonology
Branches	**Acoustic phonetics:** related to the study of physical attributes of sound produced by the vocal tract. **Auditory phonetics:** deals with understanding that how hum ear perceives sound and how the brain recognizes different speech units. **Articulatory phonetics:** deals with studying the making of single sounds by the vocal tract.	**Segmental Phonology:** based on the segmentation of language into individual speech sounds derived from phonetics. **Suprasegmental Phonology:** deals with attribute (like rhythm, stress, etc.) of pronunciation which cannot be segmented.

PHONETICS VS PHONOLOGY



https://www.youtube.com/watch?v=61xIUzoMTTk

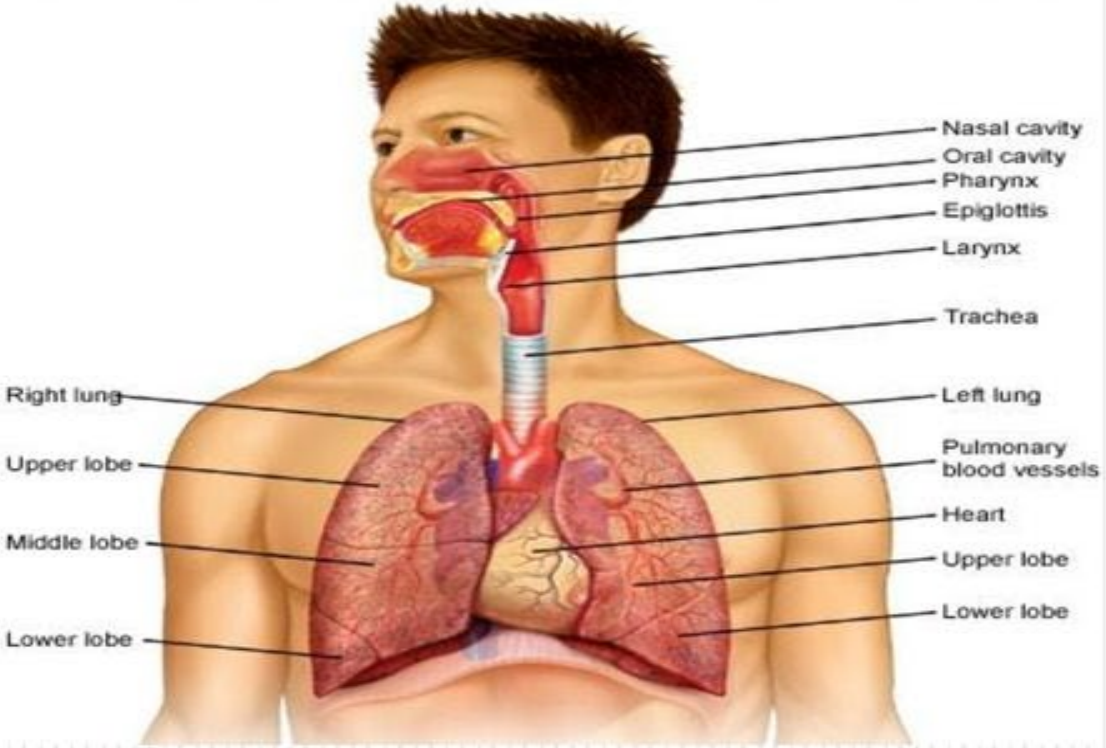
BIBLIOGRAPHY

- Difference Between | Descriptive Analysis and Comparisons. *Difference between Phonetics and Phonology*. Retrieved from http://www.differencebetween.info/difference-between-phonetics-and-phonology
- YouTube. Explained: *The relationship between phonetics and phonology*. Retrieved from https://www.youtube.com/watch?v=61xIUzoMTTk

Organs Of Speech

Week : 3

Slides: 30-60



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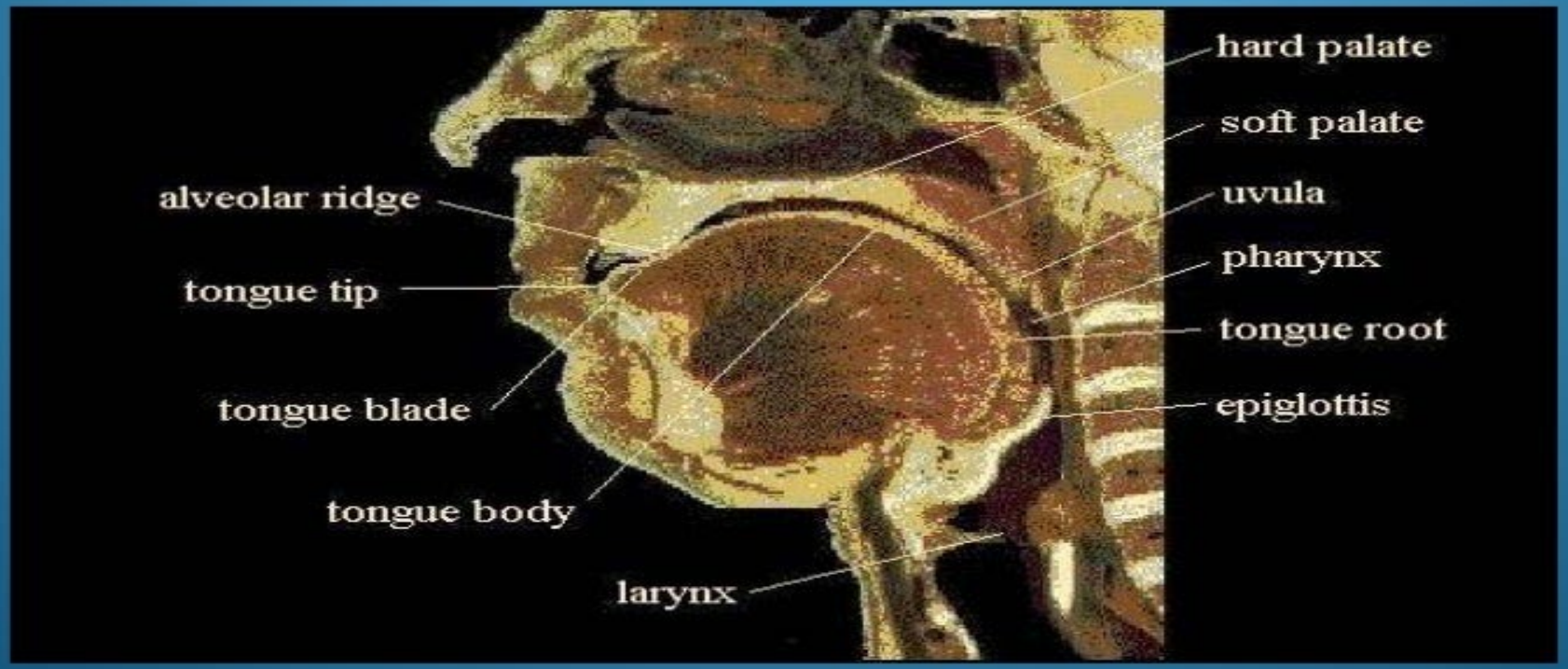
Topic: The Speech Organs

Function of the Speech Organs



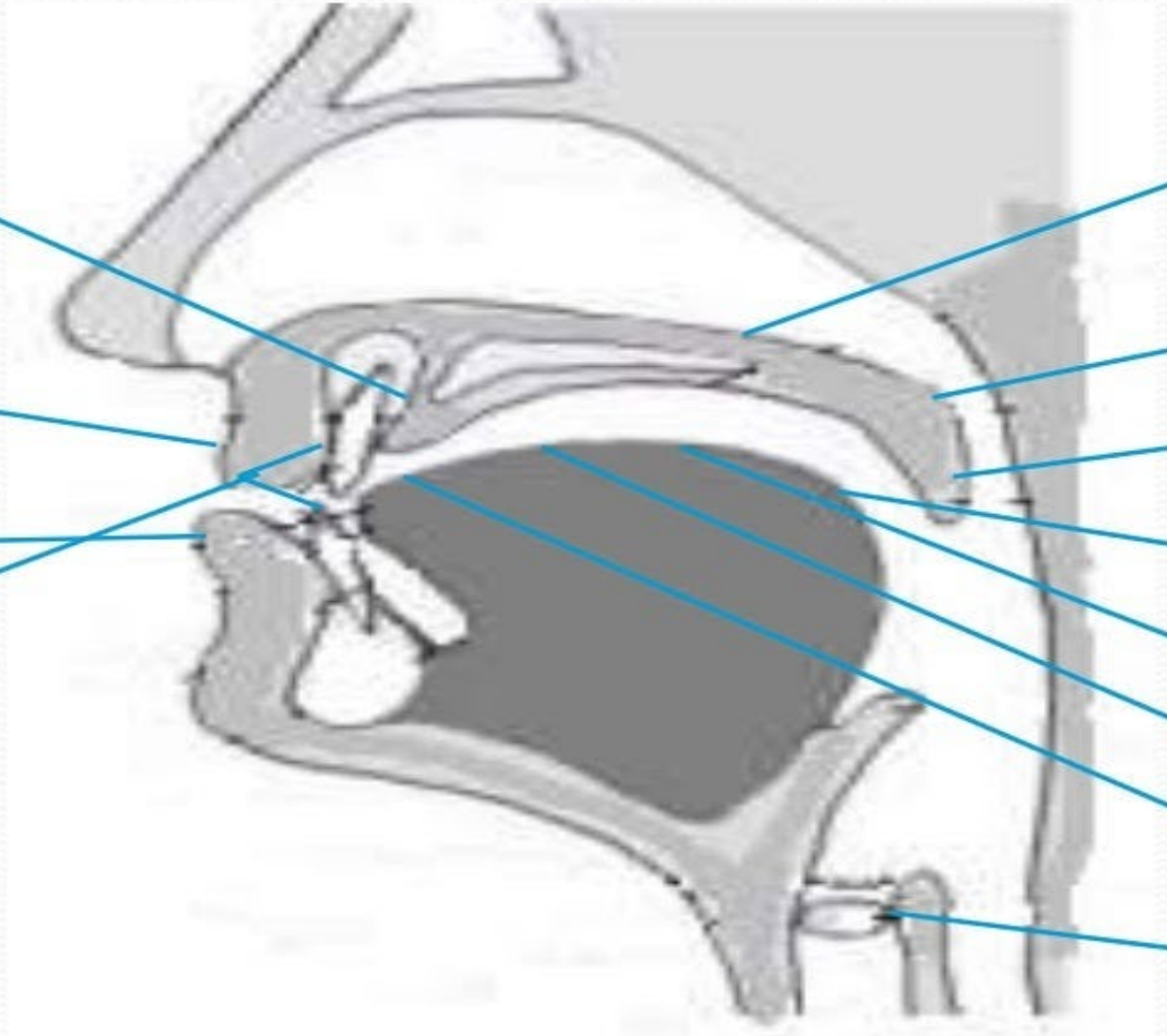
The Organs of Speech

Definition:

The various organs of our mouth we use to produce speech sounds are called the organs of speech or Speech organs.

Speech organs or articulators, produce the sounds of language. **Organs** used for **speech** include the lips, teeth, alveolar ridge, hard palate, velum (soft palate), uvula, glottis and various parts of the tongue. They can be divided into two types: passive articulators and active articulators.

SPEECH ORGANS



Descriptions for Different Organs of Speech

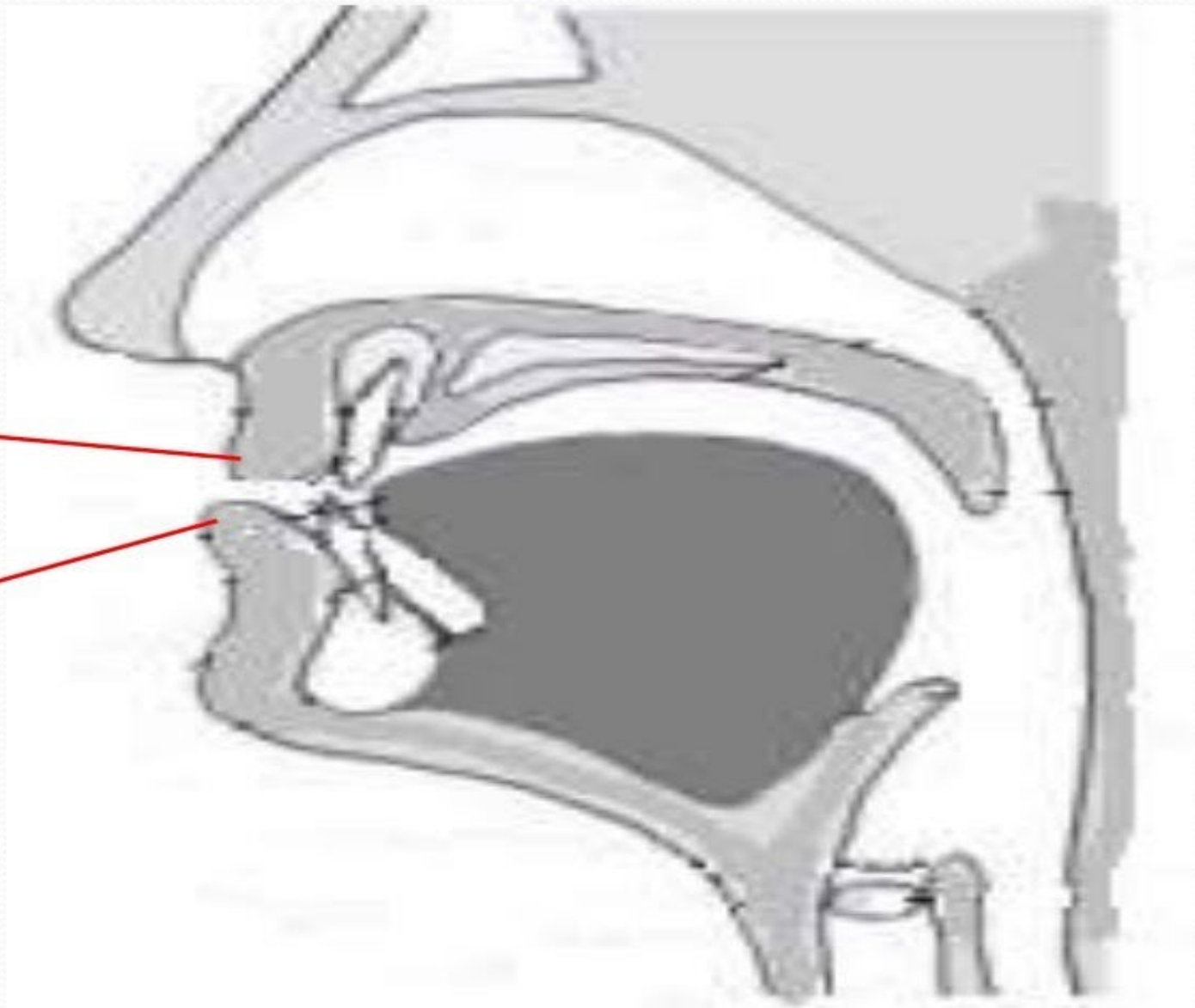
- The study of speech sound is essentially important for getting the fundamental idea about producing speech sounds. The various organs work in different ways to produce speech sounds.

Lips

The two lips serve for creating different sounds - mainly the labial, bilabial (e.g. /p/, /b/, /m/, /hw/, and /w/) and labio-dental consonant sounds (e. g. /f/ and /v/ - and thus create an important part of the speech apparatus.

Upper Lip

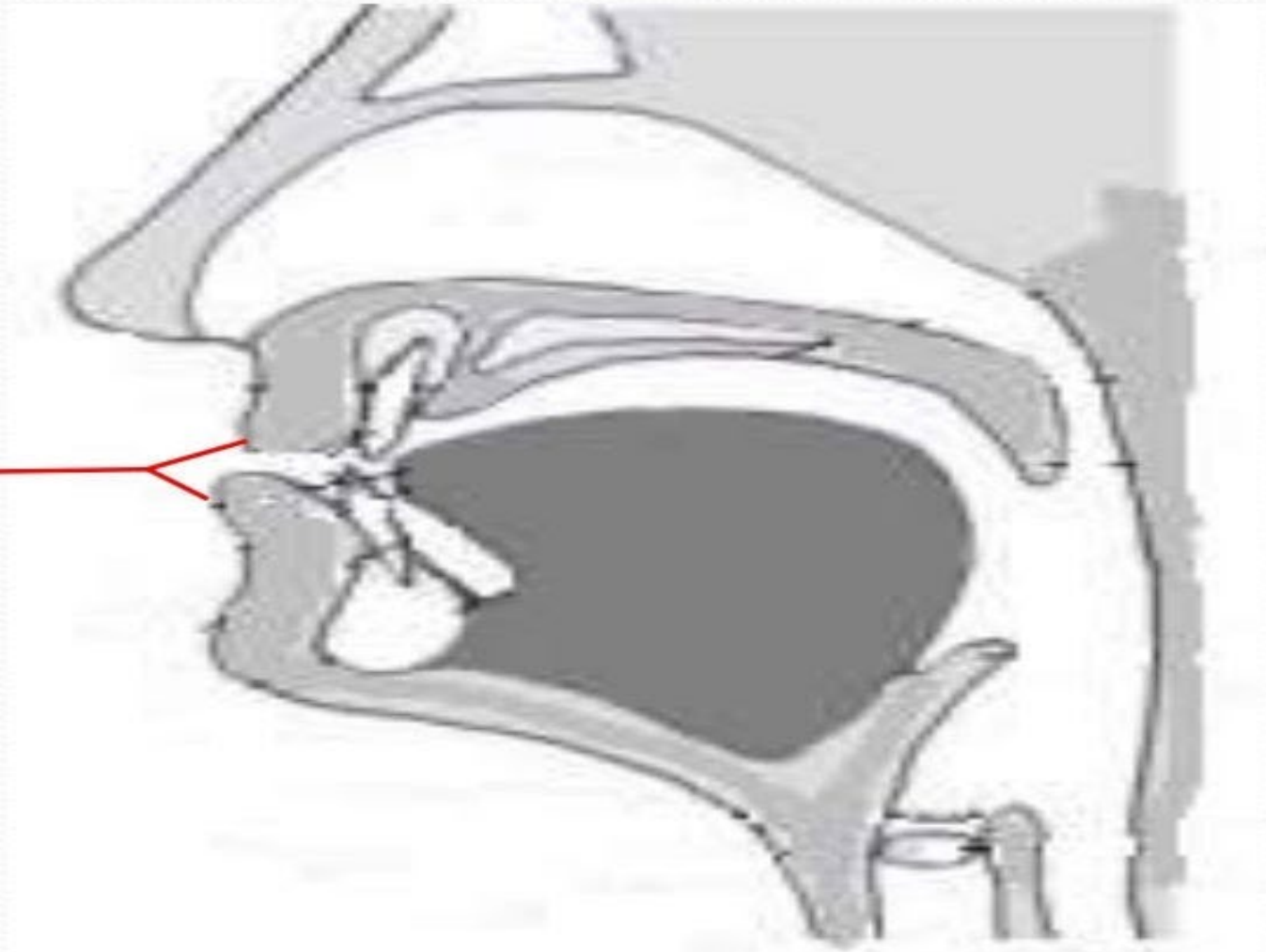
Lower Lip



Teeth

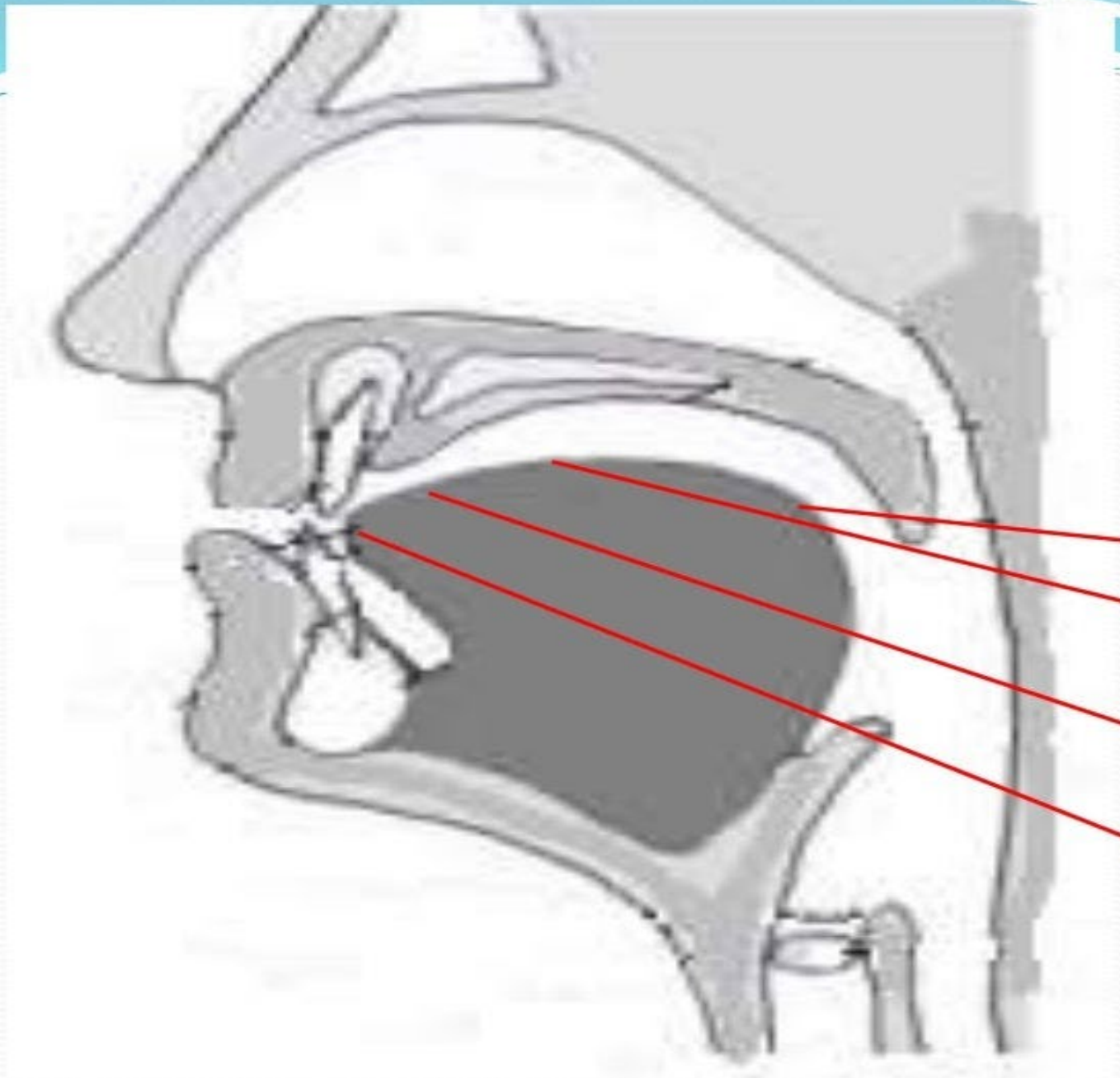
The upper and lower teeth are used to produce a lot of speech sounds, especially dental and labiodentals consonants. For example: to produce the dental /ð/and /θ/, the tongue tip is pushed between the upper and lower front teeth and to produce the labiodentals /f/, /v/, the upper front of teeth are brought into contact with the lower lip.

Teeth



Tongue

The tongue is the most important articulator in the speech organs. It moves in different ways in different shapes to produce speech sounds. Tongue is divided into five parts namely tip, blade, front, back and root.



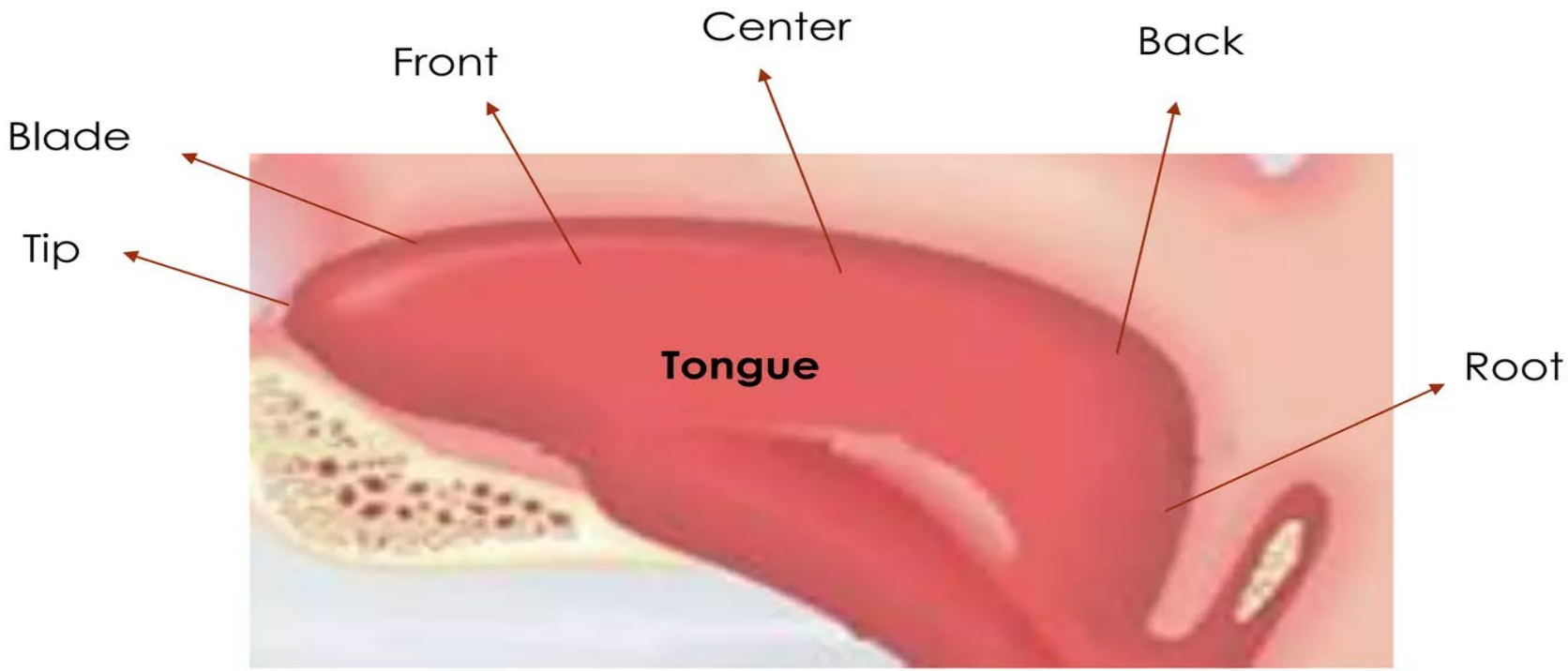
TONGUE

Back

Middle(Dorsum)

Front(Blade)

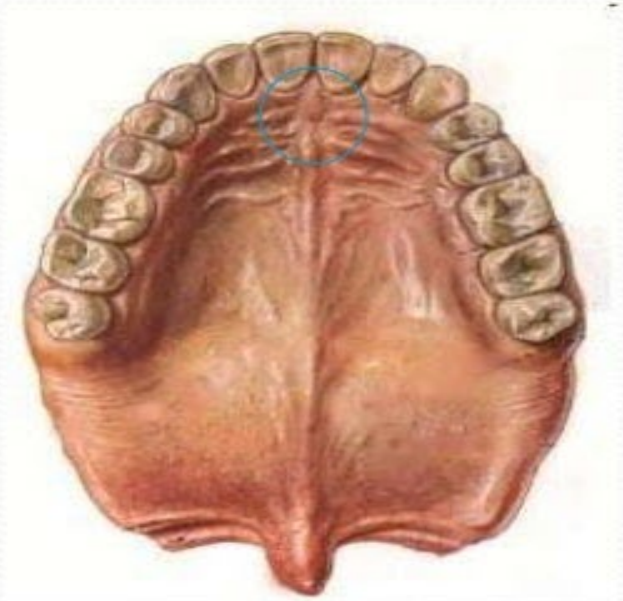
Tip(Apex)

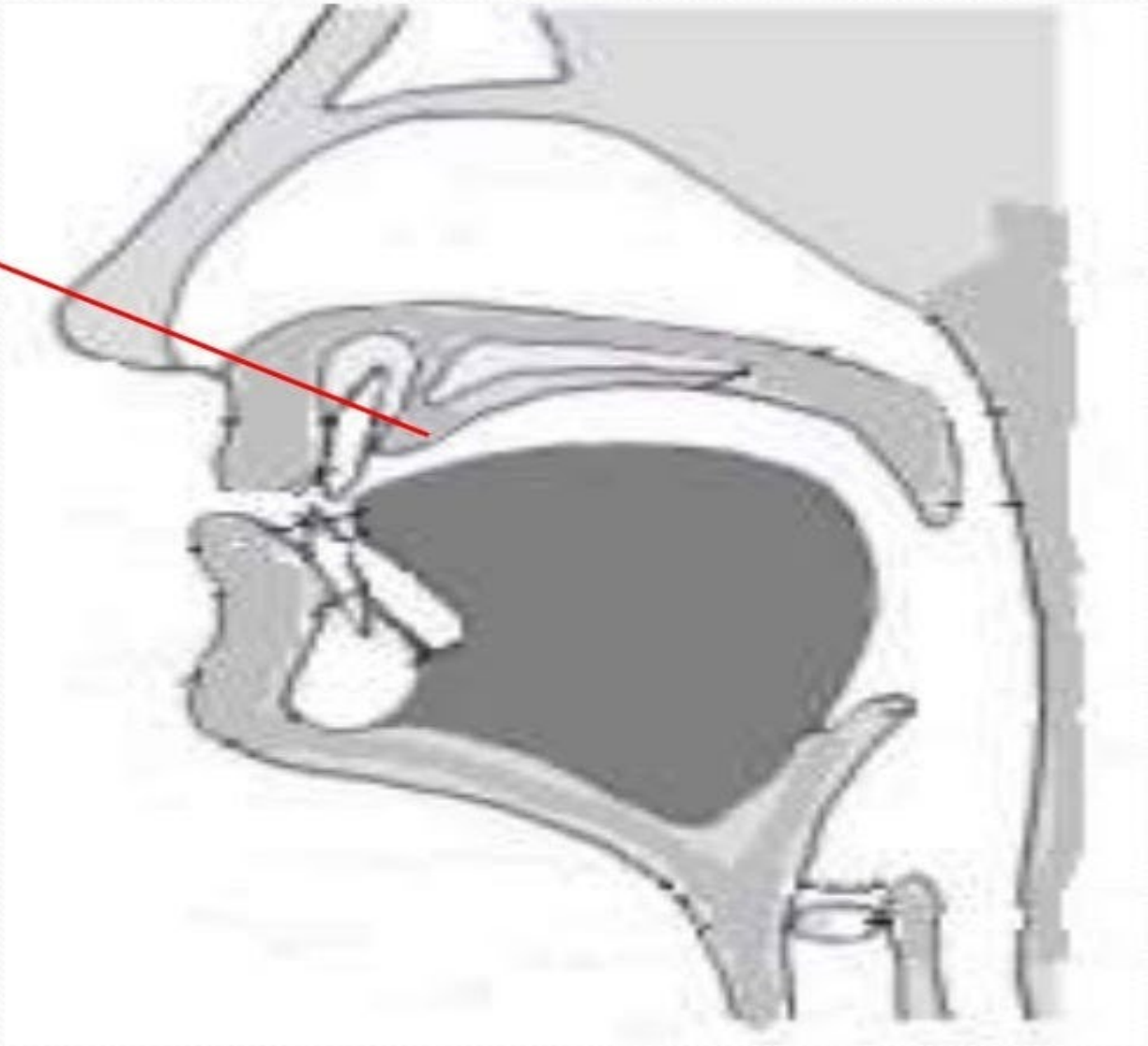

Center
Front
Back
Blade
Tip
Tongue
Root

Alveolar Ridge

The alveolar ridge includes the area between the upper front teeth and the hard palate. To produce alveolar consonant sounds such as /t d l n s z/, the alveolar ridge and the blade of the tongue are used.

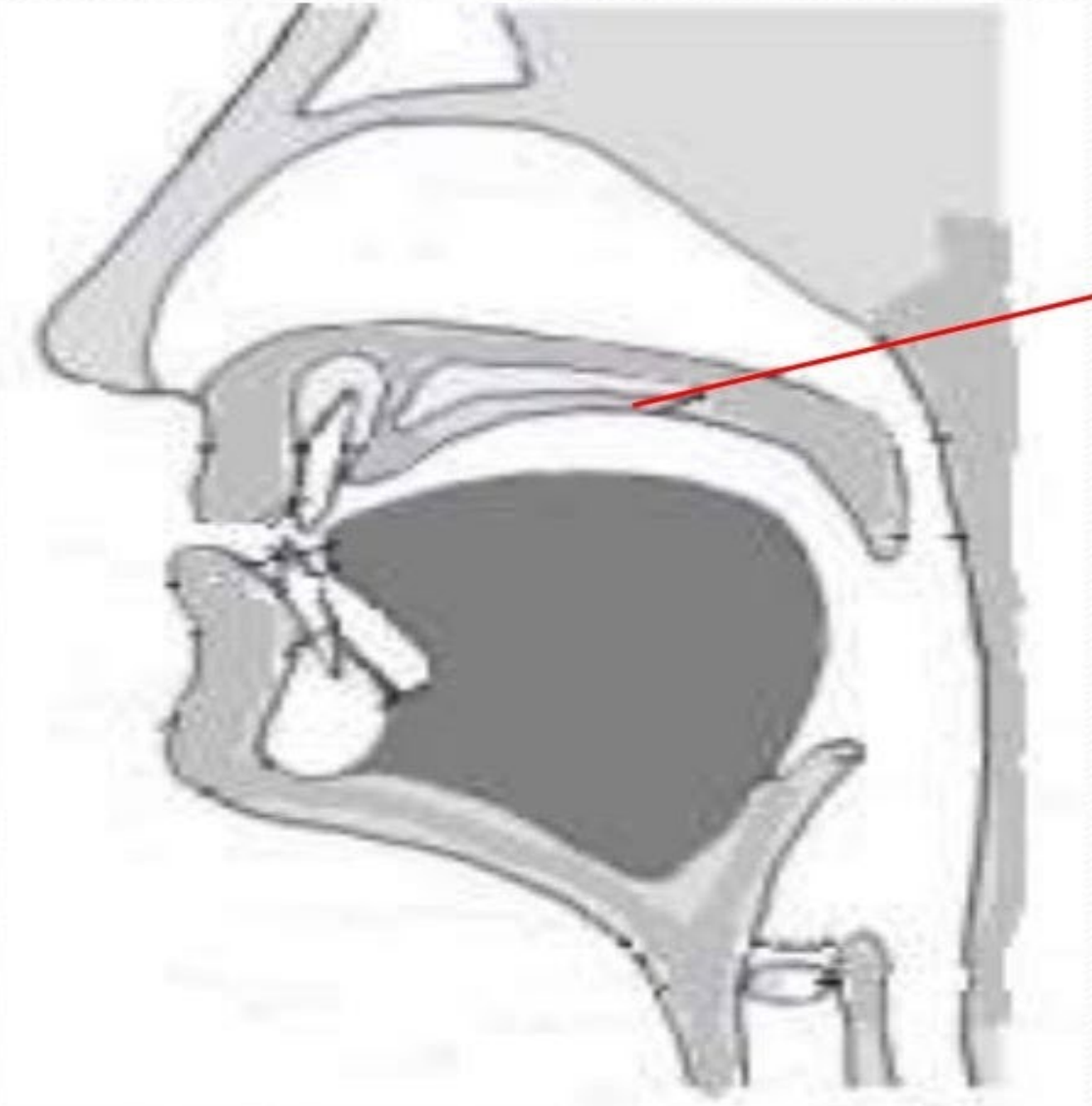
Alveolar Ridge

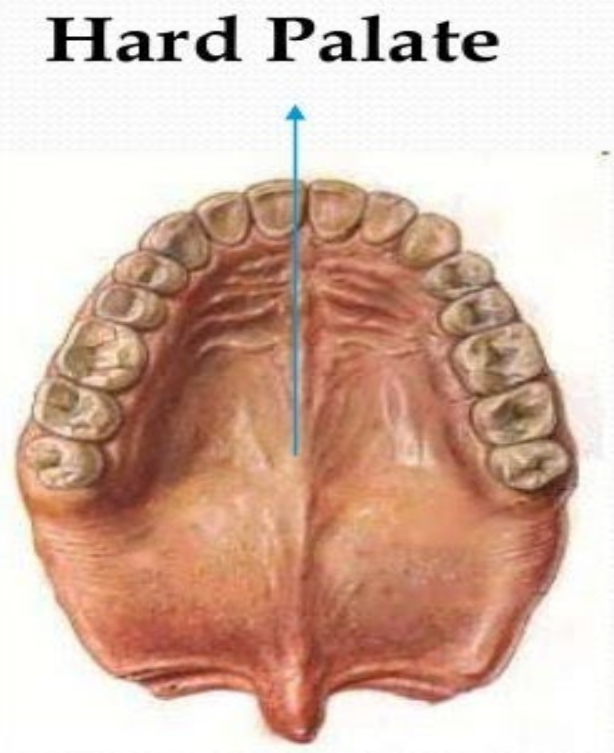




Hard palate

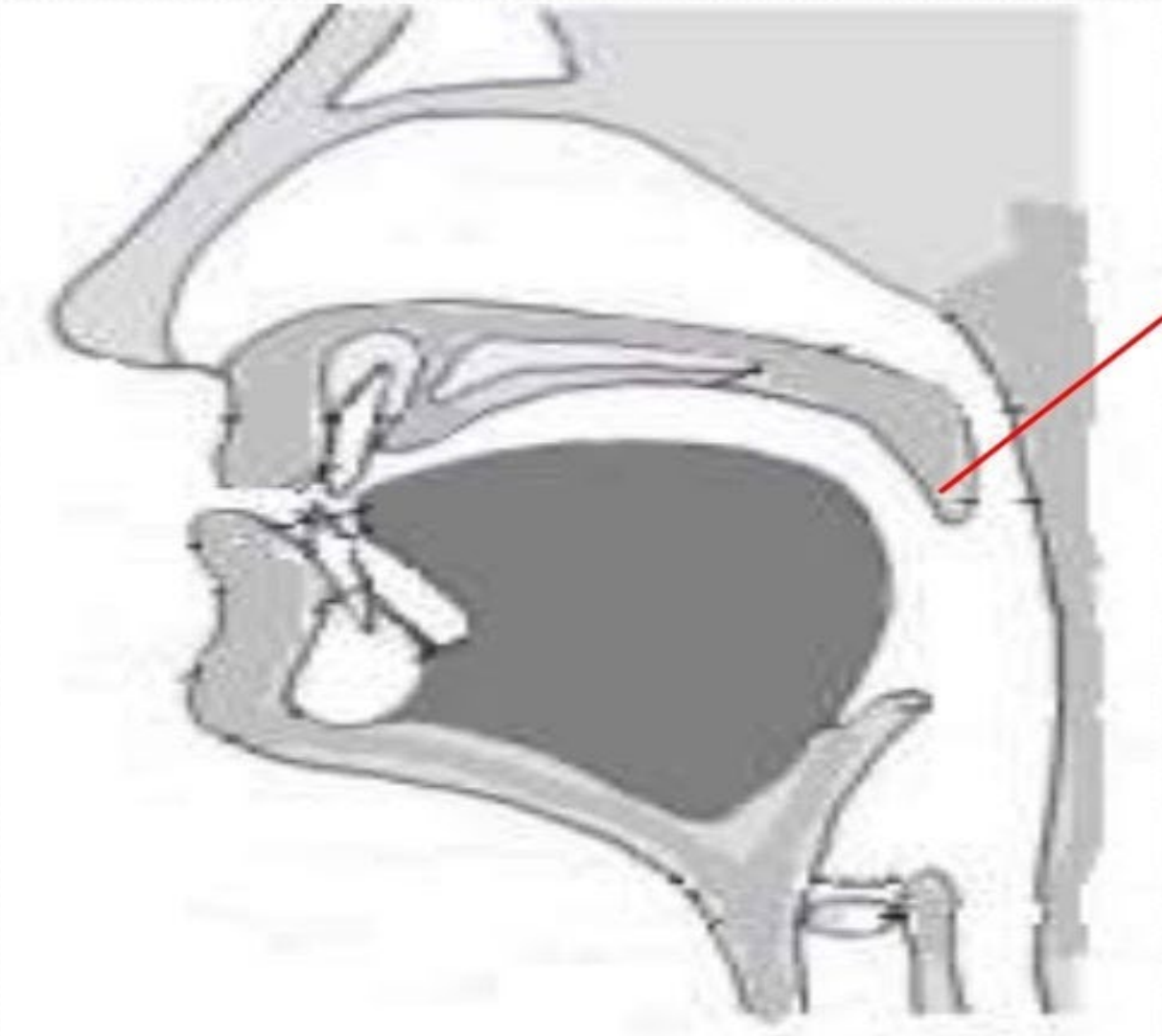
- a thin horizontal bony plate of the skull, located in the roof of the mouth.
- the interaction between the tongue and the hard palate is essential in the formation of certain speech sounds, notably /t/, /d/, and /j/.



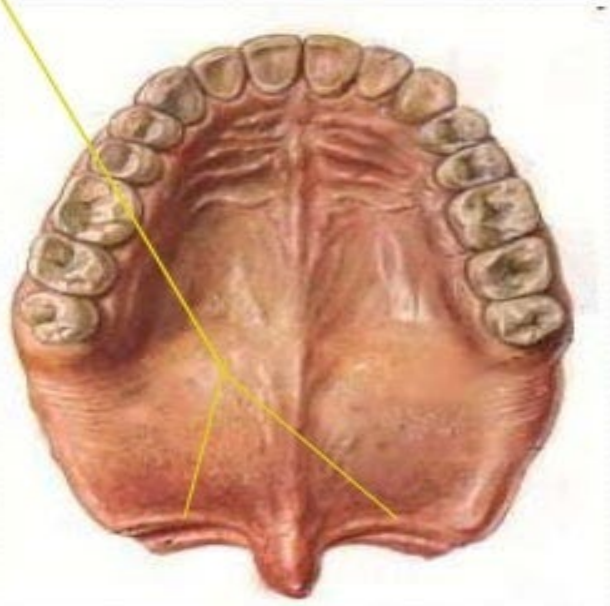

Hard Palate

Soft Palate or Velum

It should have holes forming that function during speech to separate the oral cavity (mouth) from the nose, in order to produce the oral speech sounds. If this separation is incomplete, air escapes through the nose during speech and the speech is perceived as hyper nasal.

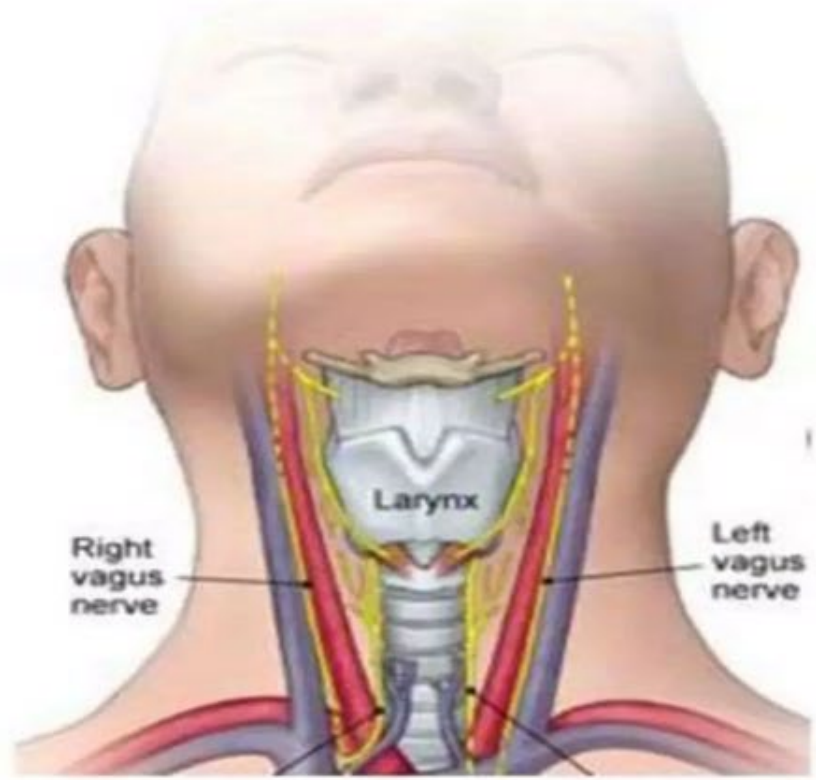


Velum or Soft Palate



The Larynx

It's a bony box-like structure in the front part of the throat and the upper part of trachea. It's known as "Adam's Apple" too.

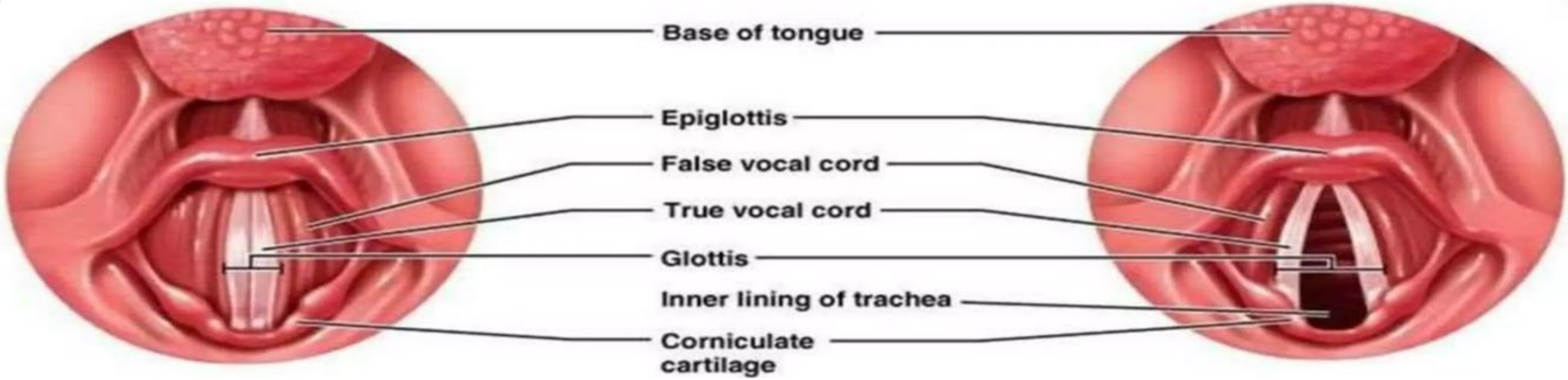


The Vocal Cords

-Vocal cords are a pair of lip-like structure inside the Larynx.

-These cords are placed horizontally from front to the back , joined at the front and separated at the back.

-Therefore they can have a large number of positions.

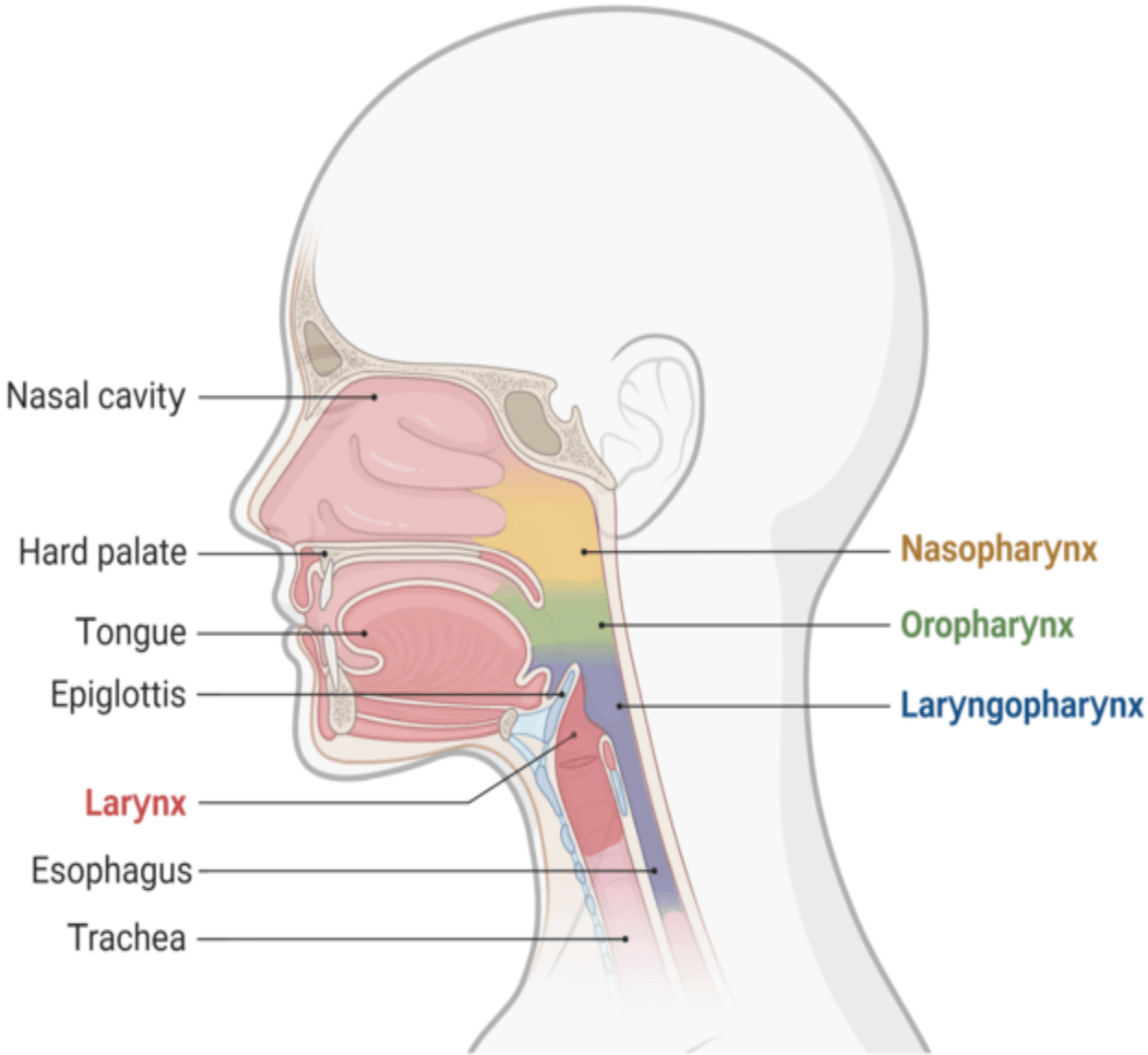


Pharynx

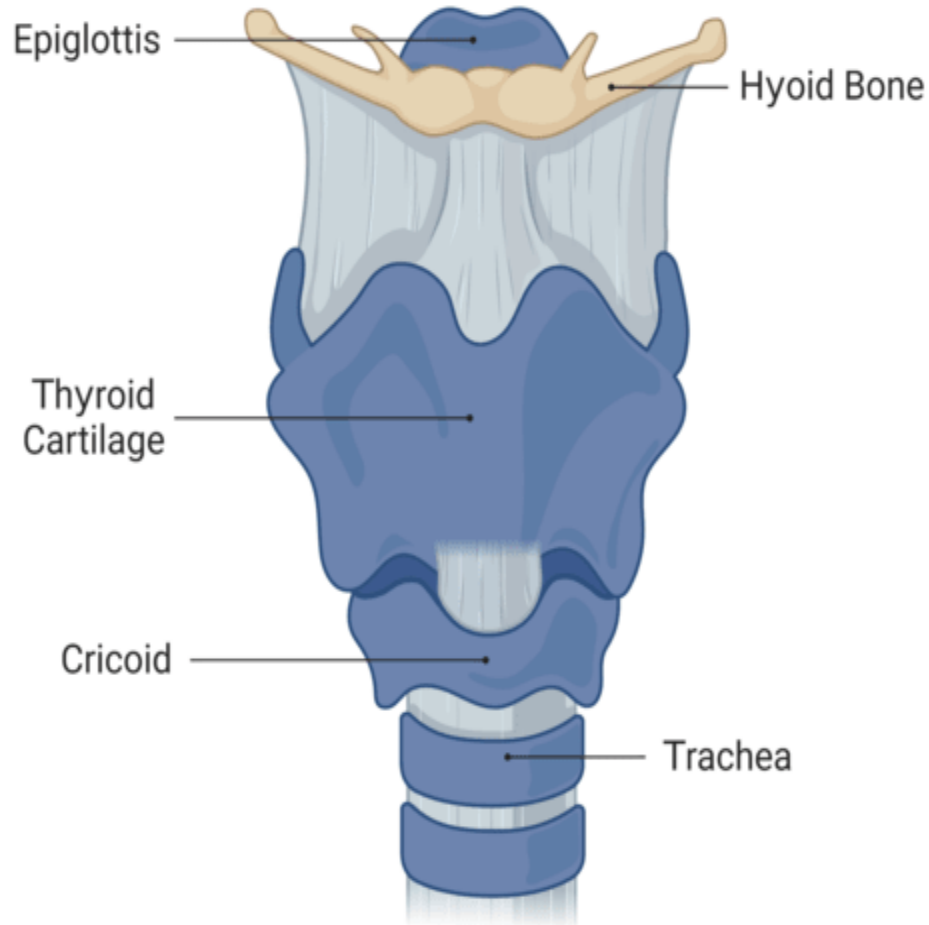
The pharynx is like a tube beginning just above the larynx and ending two parts. The structure that holds and manipulates the vocal cords. The "Adam's apple" in males is the bump formed by the front part of the larynx

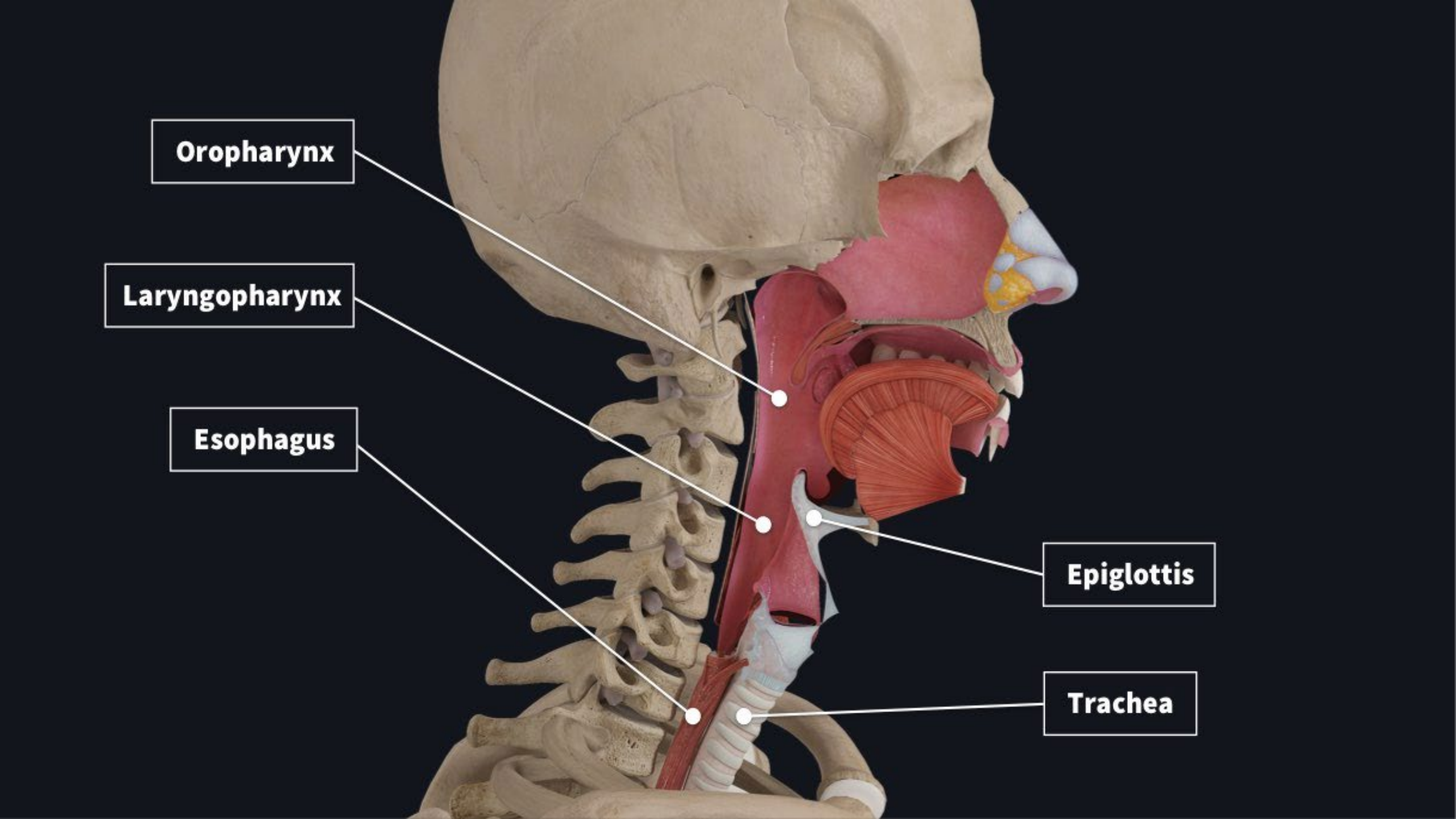
Pharynx
Larynx

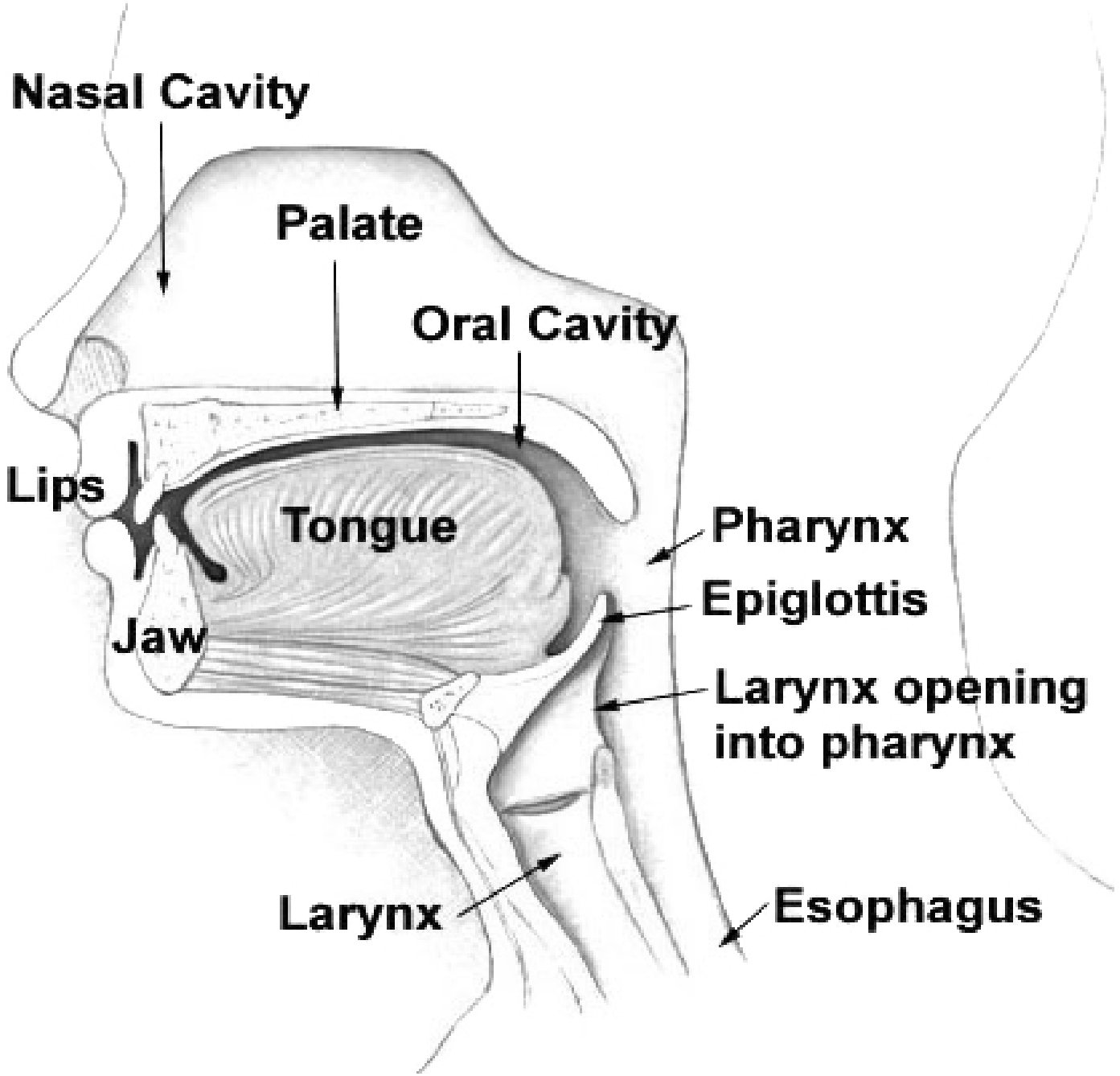
Larynx and Pharynx Relationship: Sagittal View



Larynx Structure: Anterior View

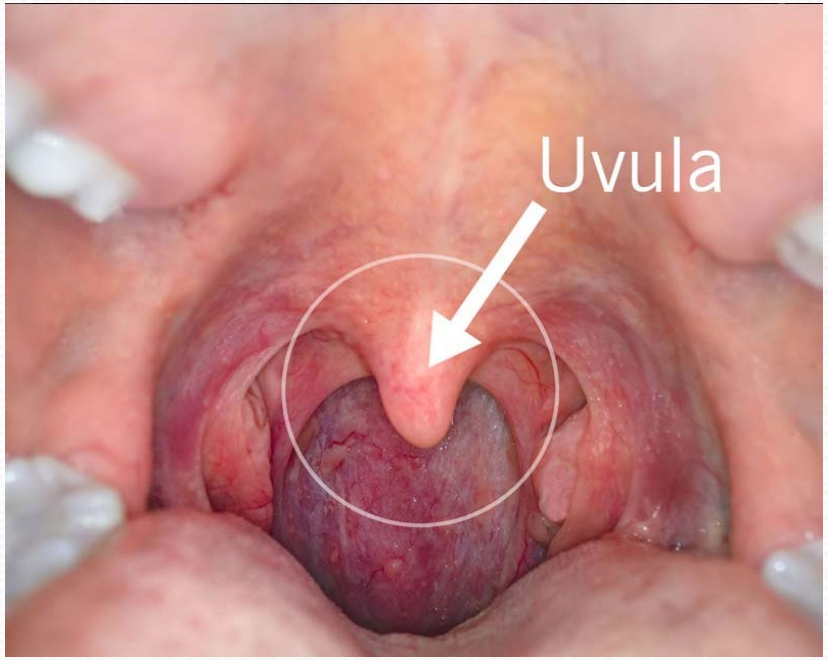



Oropharynx
Laryngopharynx
Esophagus
Epiglottis
Trachea


Nasal Cavity
Palate
Oral Cavity
Lips
Tongue
Pharynx
Epiglottis
Jaw
Larynx opening into pharynx
Larynx
Esophagus

Uvula

- it functions in tandem with the back of the throat, the palate, and air coming up from the lungs to create a number of guttural and other sounds.
- In many languages, it closes to prevent air escaping through the nose when making some sounds.

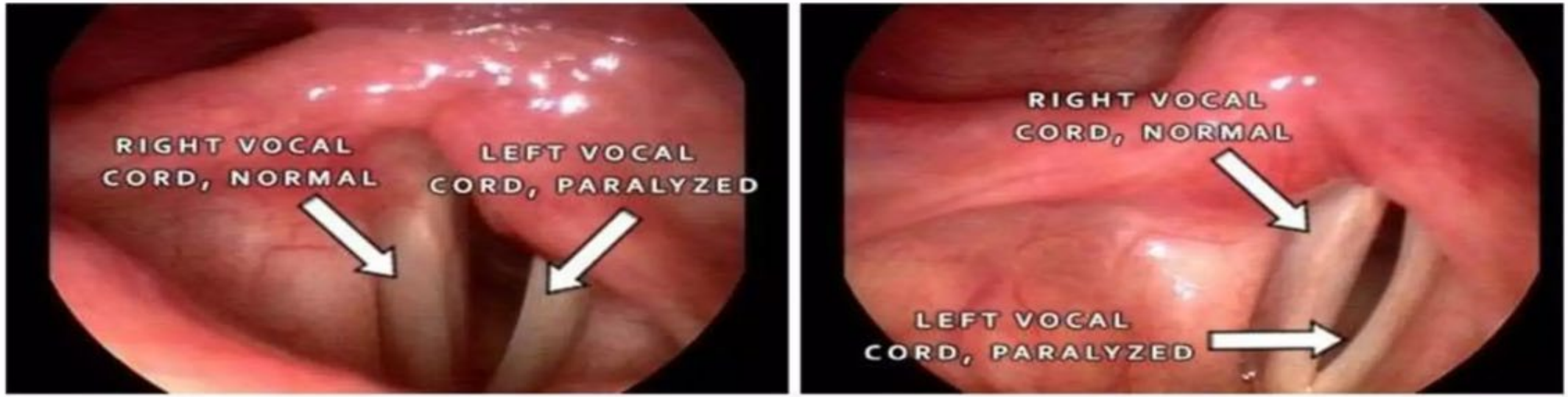


Glottis

- combination of vocal folds and space in between the folds
- as the vocal folds vibrate, the resulting vibration produces a “buzzing” quality to the speech called voice or voicing or pronunciation.
- sound production involving only the glottis is called glottal. Example is the sound /h/.

The Glottis

It's The space between the Vocal Cords.



Movement:

With a rapid closing the opening of the glottis, the air stream traps behind it then with a sudden release of the air makes glottal stop sounds.

EX: ma**tt**er, bu**tt**er

Thank you

Vowel Sound

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A vowel is a speech sound that is produced without any obstruction in the vocal tract.

Vowels are subdivided into three categories:

- Monophthongs (single vowel)
- Diphthongs (combination of two vowels)
- Triphthongs (Combination of three vowels)

MONOPTHONGS

Monophthong is simply a vowel. The word monophthong comes from the old Greek language. *Mono* means one or single, and the *-phthong* means sound or tone. The word monophthong shows that a vowel is spoken with exactly one tone and one mouth position.

Monophthongs are also called pure vowels as they have single sound in their pronunciation. There is no shift or glide from one sound to another sound while we pronounce these vowels.

The position of our tongue and mouth remains the same when we pronounce these vowel sounds.

12 Monophthongs are further divide in two parts:

- Long vowels (5)
- Short vowels (7).

LONG VOWEL

The two dots with these symbols denote longer pronunciation.These sounds are pronounced in longer way that is why they are called Long vowels.

LONG VOWEL

For example:

/aː/ Palm/paːm/ ,Calm/kaːm/ ,Cart/kaːt/

/uː/ Cool/kuːl/ ,Fool/fuːl/ ,Food/fuːd/

/ɔː/ Cause/kɔːz/ ,Call/kɔːl/ ,all/ɔːl/

/iː/ Read/riːd/ ,Seat/siːt/ ,Wheat/wiːt/

/ɜː/ Earn/ɜːn/ ,Learn/lɜːn/ ,Turn/tɜːn/

However, they are completely different sounds-- not a longer version of the same sound.

- Long A (ā), pronounced /**e**ɪ/ as in ate or mate,
- Long E (ē), pronounced /**i**ː/ as in eat or meat (or meet or mete-- all pronounced the same),
- Long I (ī), pronounced /**a**ɪ/ as in mite or might,
- Long O (ō), pronounced /**o**ʊ/ as in oats, mote or moat, and
- Long U (ū), pronounced /**ju**ː/ in *mute*.

SHORT VOWEL

These vowels are not pronounce in longer way. They are called short vowels.
These are the symbols for short vowels with various examples with phonetic transcription to understand the pronunciation for the sounds in a better way.

SHORT VOWEL

/ ə / about /əbaʊt/ ,ago/əgəʊ/ ,letter/letə/
/ i / pit /pit/ ,sit /sit/ ,kit /kit/
/ ʌ / mud /mʌd/ ,bus /bʌs/ ,cup /kʌp/ ,shut /ʃʌt/
/ ɒ / lot /lɒt / ,cot /kɒt/ ,dot /dɒt/ ,pot /pɒt/
/ e / bed /bed/ ,head /hed/ ,red /red/ ,get /get/
/ʊ / foot /fʊt/ ,good /gʊd/ ,cook /kʊk/ ,look /lʊk/
/æ / bad /bæd/ ,cat /kæt/ ,mat /mæt/ ,rat /ræt/

The most common sound for each vowel is its “short” sound:

- ă, pronounced /æ/ as in apple, pan, or mat,
- ĕ, pronounced /ɛ/ as in elephant, pen, or met,
- ĭ, pronounced /ɪ/ as in insect, pin, or mitt,
- ŏ, pronounced /ɒ/ as in octopus, ostrich, upon, or motto,
- ŭ, pronounced /ʌ/ as in umbrella, pun, or mutt.

Other English Vowel Sounds (Schwa or R-Controlled)

Any vowel in an unaccented syllable has a neutral or "schwa" /ə/ sound: Examples: the 'a' in above, or approve, the 'e' in accident, camera or mathematics, the 'i' in family or officer, the 'o' in freedom or purpose, or the 'u' in industry or succeed.

if a **vowel is followed by R**, it changes in quality, and is neither long nor short. (ER, IR, and UR are often -- though not always--the same sound.)

Examples with phonetic symbols:

- /ɑr/ -- arm, car, charge, dark, farm, start
- /ɛər/-- air, aware, bare/bear, hair, spare, tear (pull apart paper or fabric), there, very, where
- /ɪər/-- beer, ear, hear/here, near, tear (from crying)
- /ɜr/ -- bird, burn, first, fur, herd, earth, service, sir, third, thirty, turn, urgent, worse
- /ər/ -- baker, better, bigger, doctor, letter, smaller, summer
- /ɔr/ -- for, important, more, north, or

DIFFERENCE BETWEEN SHORT AND LONG VOWELS?

- The five vowels usually called "short" are:
- "a" as in "c**a**t",
- "e" as in "r**e**d",
- "i" as in "s**i**t",
- "o" as in "n**o**t",
- "u" as in "b**u**s".

- The five vowels usually called "long", and which children are told "say their (letter) name", are:
- "a" as in "p**a**per",
- "e" as in "b**e**",
- "i" as in "f**i**nd",
- "o" as in "g**o**",
- "u" as in "h**u**man".

If "short" vowels are *sounds* (regardless of spelling), then the following are short vowels too:

- "a" spelt as in "pl**ai**t", "s**al**mon", and "F**ah**renheit",
- "e" spelt as in "br**ea**d", "s**ai**d", "s**ay**s", "**a**ny", "l**eo**pard", "h**ei**fer", "fr**ie**nd", and "b**u**ry",
- "i" spelt as in "g**y**m", "pr**e**tty", "b**u**sy", "s**ie**ve", and "w**o**men",
- "o" spelt as in "w**a**nt", "bec**au**se", and "**e**ntree",
- "u" spelt as in "fr**o**nt", "y**ou**ng", "bl**oo**d", and "d**oe**s".

Following the same logic, the following are also "long" vowels:

- "a" spelt as in "m**ake**", "r**ai**n", "s**ay**", "th**ey**", "**eigh**t", "v**ei**n", "br**ea**k", "f**ete**", "caf**e**", "pur**ee**", "sund**ae**", "g**au**ge", "g**ao**l", and "str**aigh**t".
- "e" spelt as in "b**ee**", "**ea**t", "f**ie**ld", "th**ese**", "sk**i**", "funn**y**", "turk**ey**", "prot**ei**n", "mar**in**e", "p**ae**diatric", and "am**oe**ba",
- "i" spelt as in "l**ike**", "b**y**", "p**ie**", "h**igh**", "t**y**pe", "b**ye**", "bons**ai**", "f**ei**sty", "h**eigh**t", "k**ay**ak", "**eye**", "**ir**on", "t**ae** kwondo", and "n**a**ive".
- "o" spelt as in "h**ome**", "b**oa**t", "g**oe**s", "gl**ow**", "plat**eau**", "m**ou**ld", "m**au**ve", "th**ough**", "f**ol**k", "br**oo**ch", "**owe**", "s**ew**" and "Ren**au**lt".
- "u" spelt as in "**u**se", "f**ew**", "c**ue**", "f**eu**d", "**you**", "b**eau**ty", "n**ui**sance", "**ewe**", "vac**uu**m".

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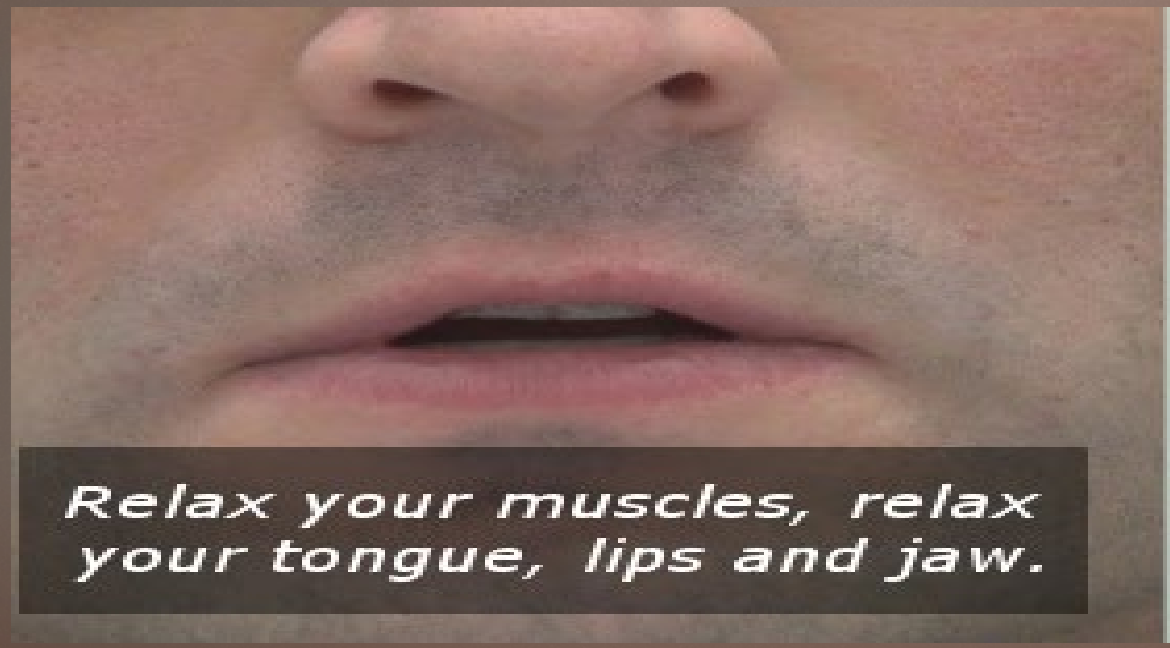
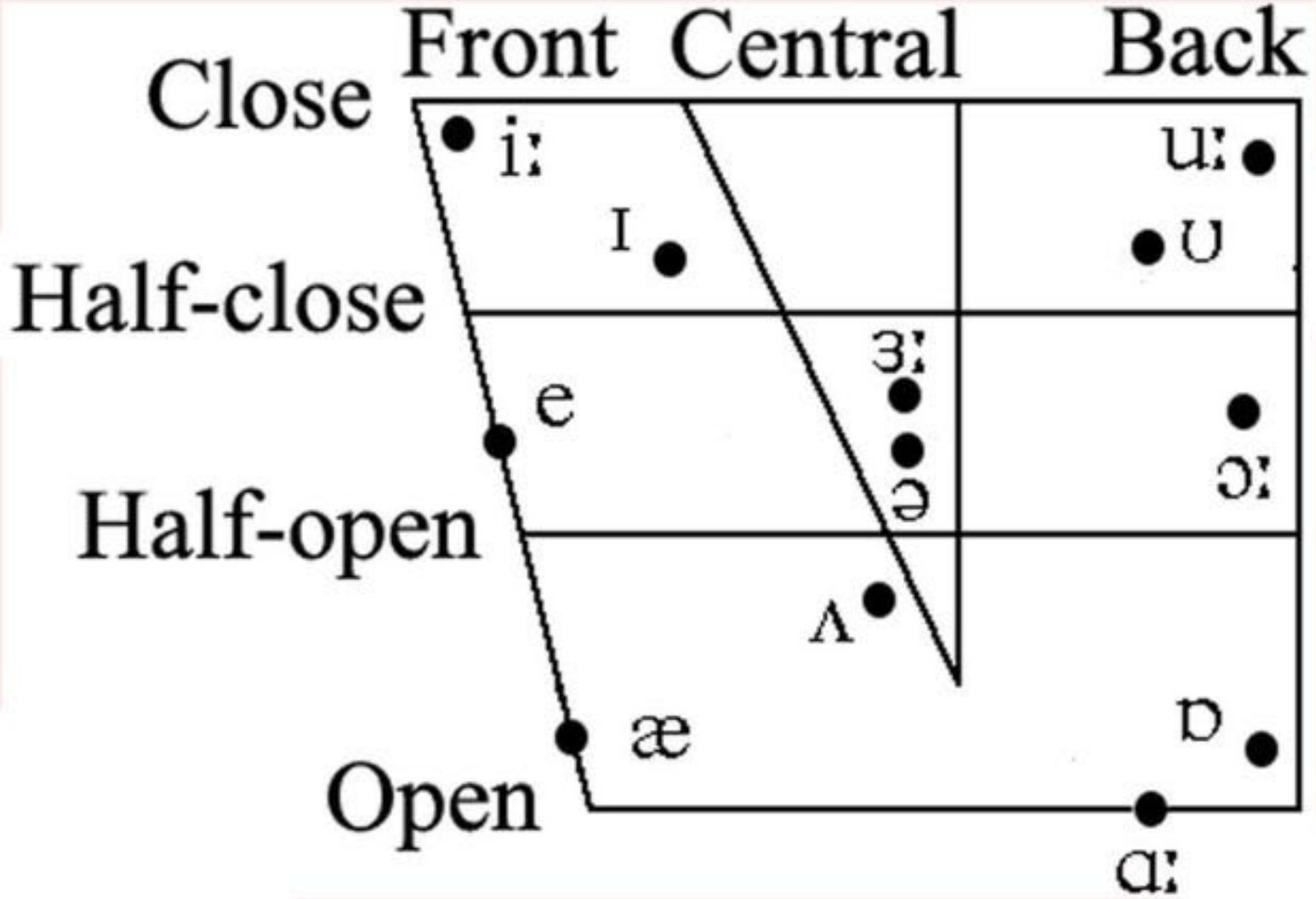
Relaxing with the Schwa



The following are the twelve pure vowels of English

iː	ɪ	ʊ	uː
sheep	ship	good	shoot
e	ə	ɜː	ɔː
bed	teacher	bird	door
æ	ʌ	ɑː	ɒ
cat	up	far	on

The diagram of vowels:



VOWELS:

- TONGUE PLACEMENT
(UP/DOWN/FORWARD/BACK)

- LIP POSITION
ROUNDED/NEUTRAL/SPREAD

DIPHTHONGS

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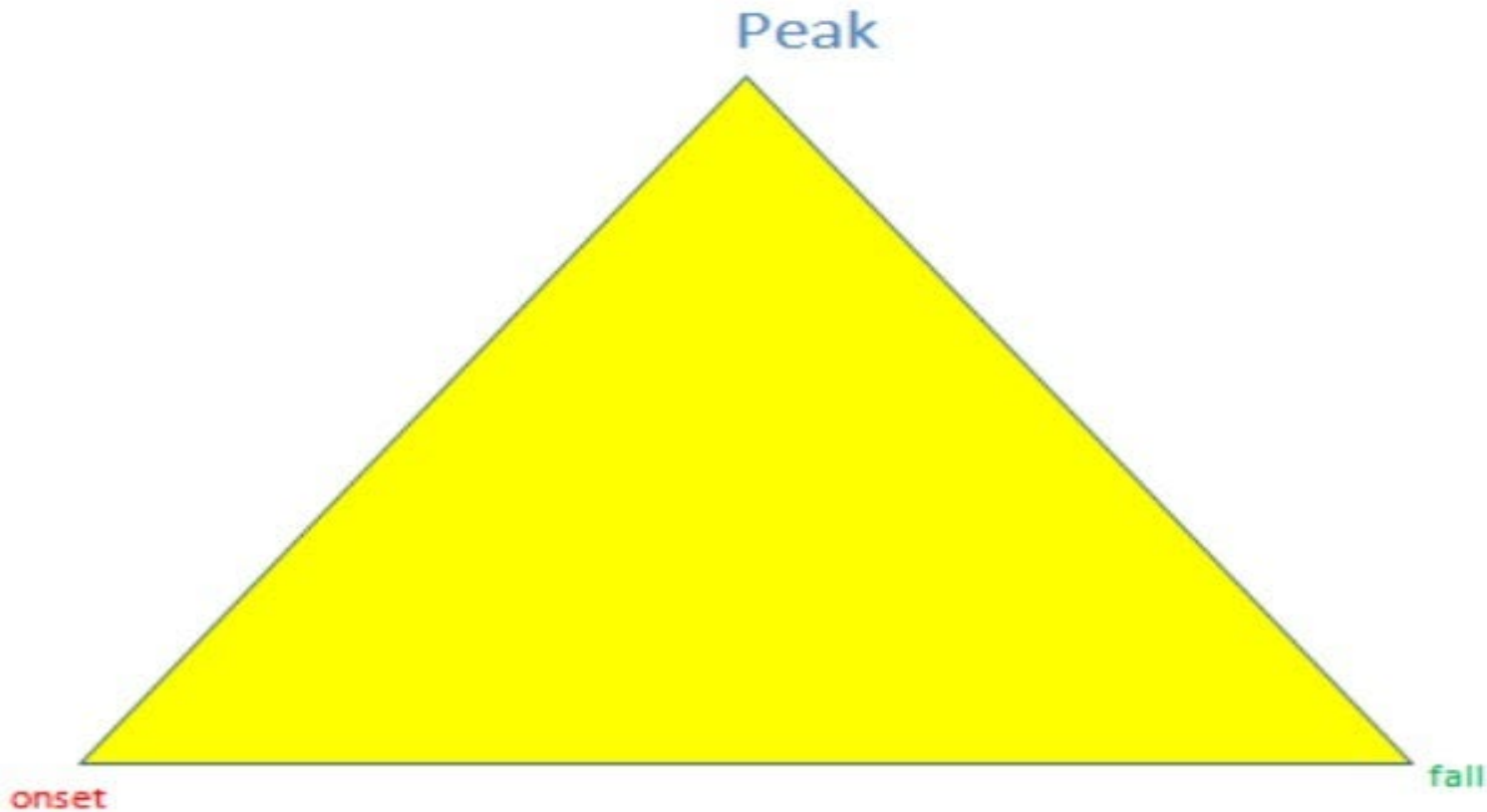
WHAT IS a diphthong?

- The term diphthong simply means double sounds.
- It is a sequence of two pure vowels realized as one sound.

- A diphthong starts as one vowel but changes its quality as a result of the gliding of the tongue in the course of its production and ends as another vowel. The resultant sound is a diphthong.

- The production of a diphthong involves three stages, this are the onset the peak and the fall as illustrated below.


Peak
onset
fall

Diphthongs of English

- The following are the diphthongs of English:
  - /ei/
  - /əʊ/
  - /ai/
  - /au/
  - /ɔɪ/
  - /eə/
  - /ɪə/
  - /ʊə /

/ei/

a, as in pay

as in say

as in day

as in way

ei SOUND

https://www.youtube.com/watch?v=W29IbWRalGY

ei, as in weigh

as in veil

as in vein

as in reins

as in feign

/əʊ/

- o, as in pole
  as in hole
  as in wrote
  as in whole
  as in so
  as in vote

- oe, as in toe
  as in hoe
  as in woe
  as in foe

oa, as in coast

as in roast

as in boast

as in toast

as in toad

- ou, as in soul
  as in poultry

/ ai /

aI SOUND

START ⟶

STOP

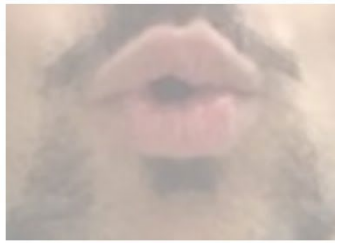
https://www.youtube.com/watch?v=5SEm_4Kv1Tw

- i,
- Common spellings: as in might uy, as in buy
- as in hide as in wright as in guy
- as in kite as insight ye, as in bye
- as in spite as in fight ry, as in try
- as in tight ie, as in tie as in dry
- as in might as in die as in fry
- as in bright as in pie ly, as in ply
- as in light as in cried as in fly
- as in right as in dried as in supply
-

/au/

- Ou, as in found — ow, as in how
- as in bound — as in now
- as in pound — as in bow
- as in count — as in cow
- as in county — as in fowl
- as in bounty
- Own, as in town
- as in down
- as in frown
- as in crown
- as in brown

aʊ SOUND



START ⟶ STOP

https://www.youtube.com/watch?v=9_5dZxU8uZY

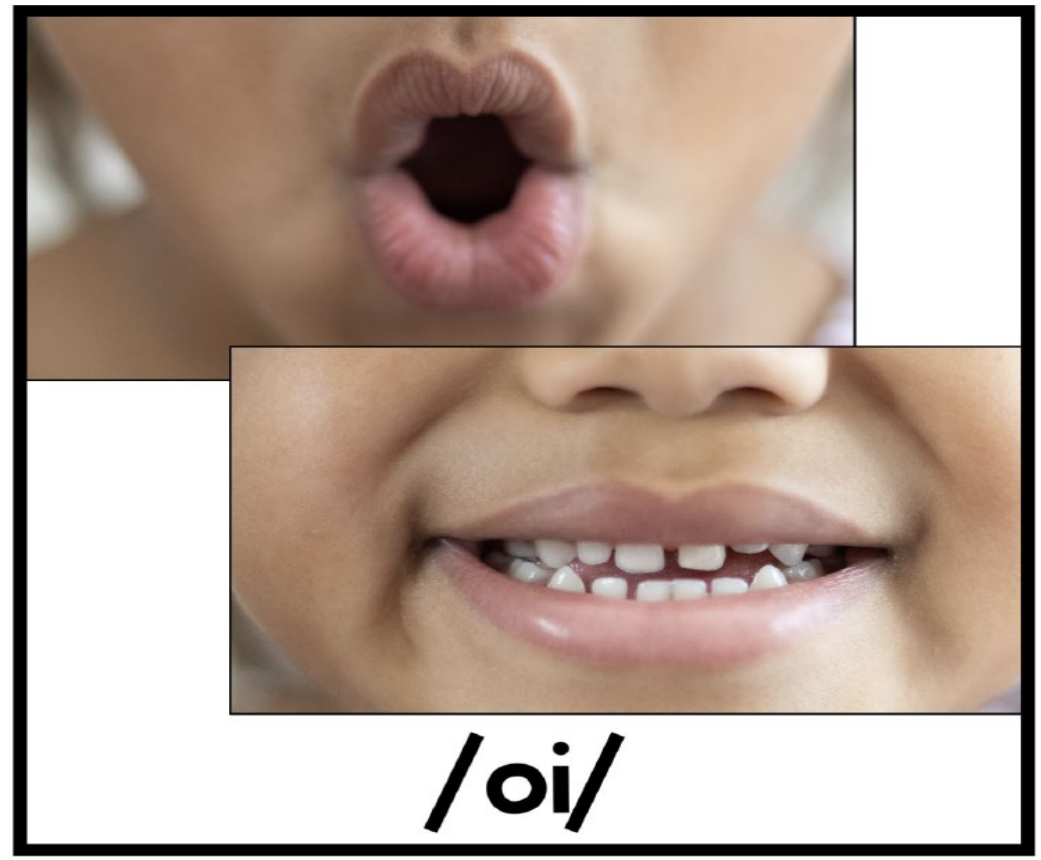
/ɔɪ/

- Oy, as in toy
- as in boy
- as in destroy
- as in employ
- as in anoy
- Oi, as in soil
- as in coil
- as in toil
- as in spoil
- as in groin
- as in coin
- as in boil

as in voice

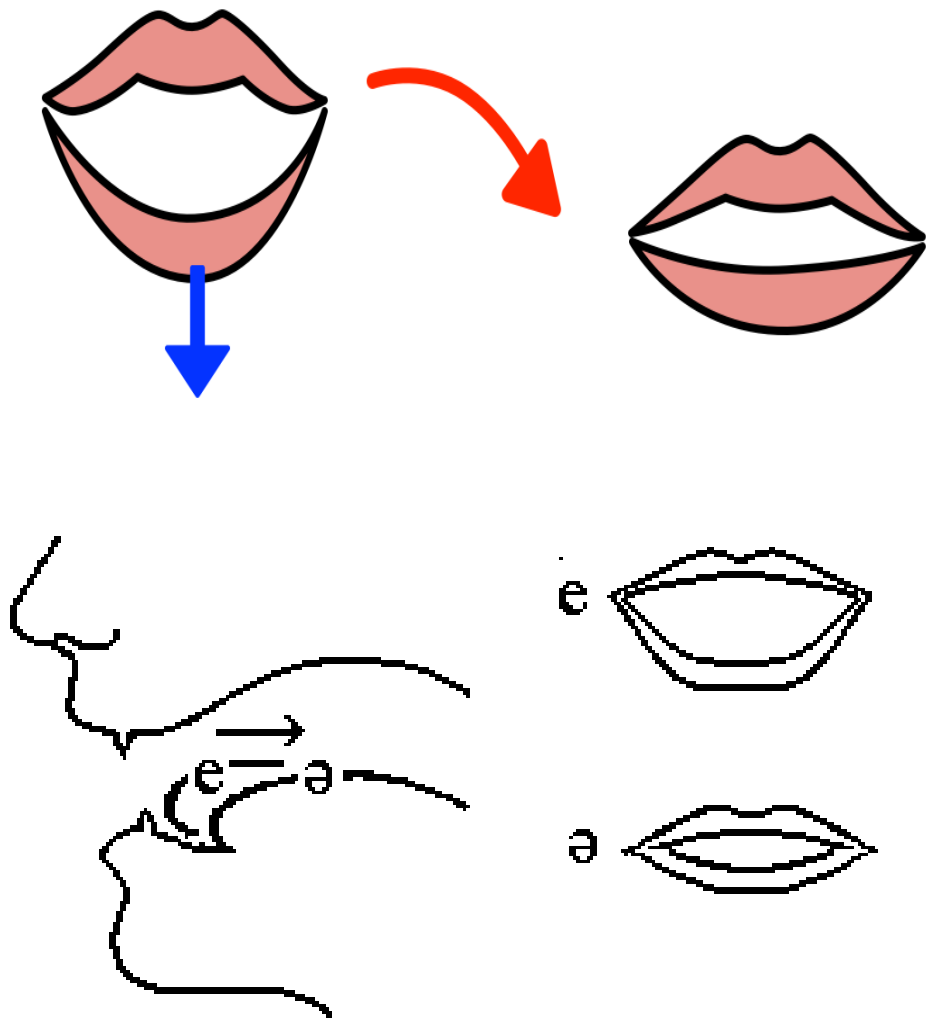
as in loin

uo, as in buoy



/eə/

- ua, as in square
- ai, as in fair
- a, as in care
- as in rare
- as in fare
- as in dare
- as in bare
- ere, as in where
- as in there

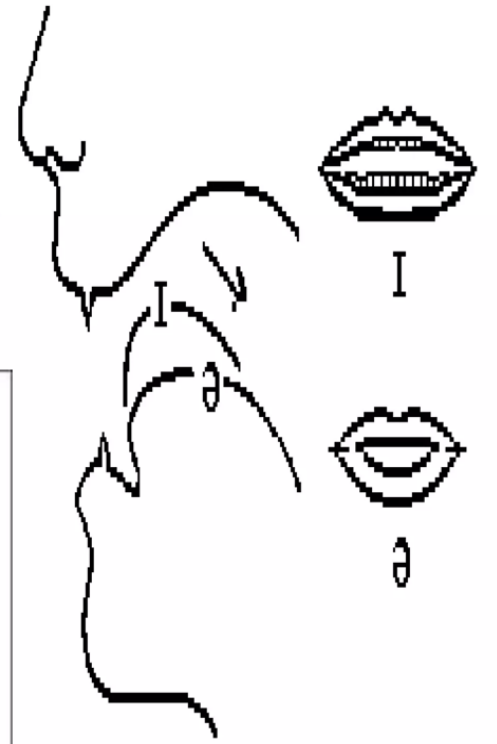


/eɪ/

- ea, as in near
- as in wear
- as in fear
- as in bear
- as in tear
- ee, as in peer
- as in beer
- as in deer
- as in seer
- ie, as in tier
- as in viewer

As you say the /ɪə/ sound your mouth will start on the position of the /ɪ/ sound and finish on the position of the /ə/ sound.

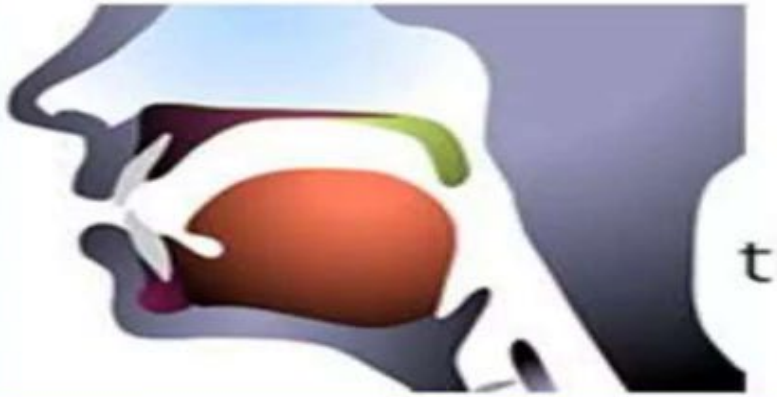
ɪə



/eʊ/

- ur, as in sure
- as in cure
- as in ensure
- as in endure
- oor, as in poor
- Ou, as in tour

THE END



fənɛtɪks

the sounds of spoken language

TRIPHTHONGS

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DEFINITIO N:

In phonetics, a triphthong /ˈtrɪfθɒŋ / A combination of three vowels forming a single or compound sound; such as:

eɪ + ə layer, player
aɪ + ə liar, fire
ɔɪ + ə loyal, royal
əʊ + ə lower, mower
aʊ + ə power, hour

TRIPHTHONGS

aɪə (fire, tired, flyer)

eɪə (player, mayor)

ɔɪə (loyal, royal)

aʊə (hour/our, power, tower)

əʊə (lower, widower)

eɪ ə	aɪ ə	ɔɪ ə	aʊ ə	əʊ ə
layer	tyre	employer	power	slower
player	fire	soya	shower	lower

ɪʊ ə	ɔʊ ə	ʊɪ ə	aɪa	ɪeɪ	ɒʊ
fewer	mower	query	diaspora	affiliation	stereo
cure	Goa	weary	dialysis	asphyxiate	Romeo

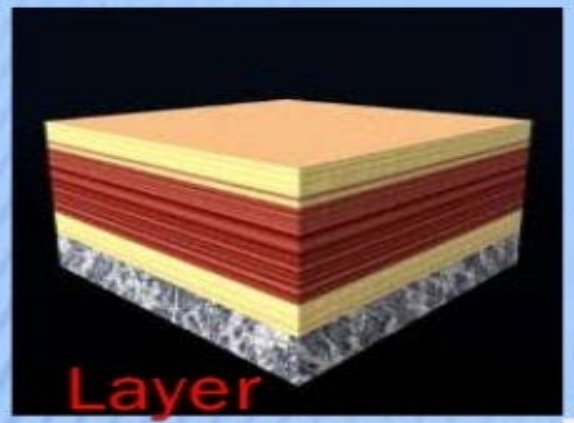
LOYAL

R'Inka
Soya

ɔI ǝ

La Royal Club
México
15 Años de Fuerza, corazón y resistencia

Employer


Layer

eɪə

player

MAYOR

AMORA
Mayonnaise
Originale
de Dijon
Mayonnaise

Sound Symbol : /[aʊ̯ə̯] /

Word :

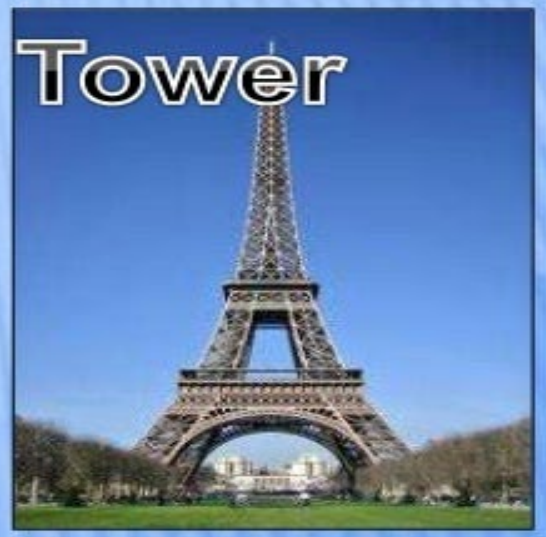
aʊ ə

Phonetic Script:

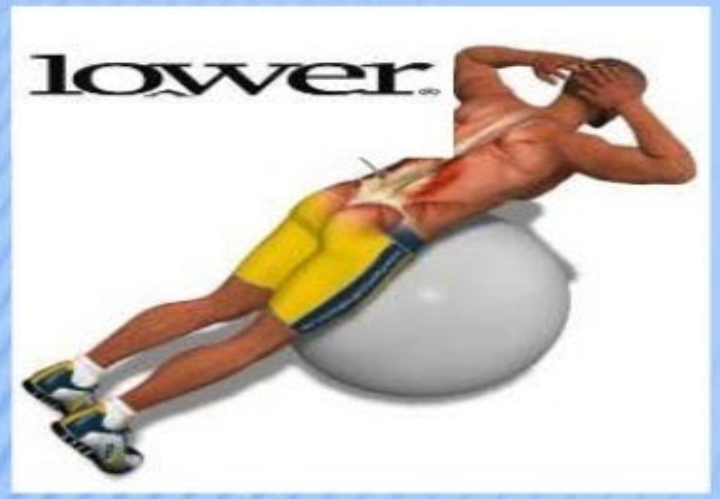
/ˈflaʊə(r)/

/aʊ̯ə̯(r)/

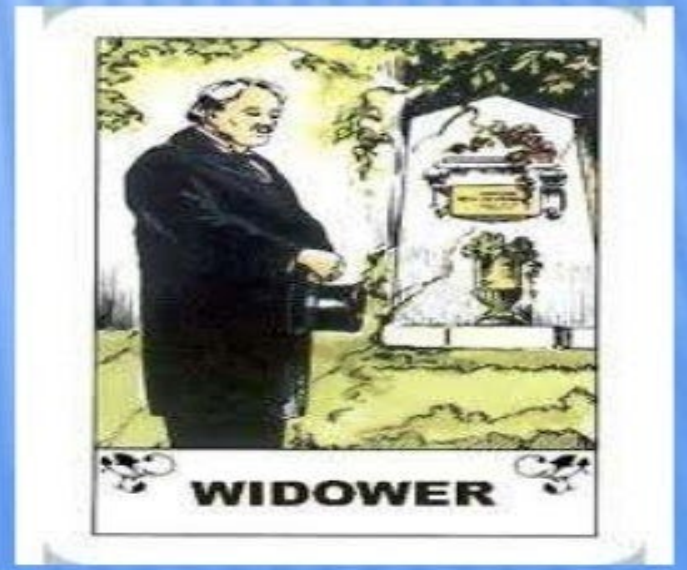
/ʃaʊə (r)/



aʊ ə



ɘʊɘ



Exercises : Classify these words according to their sounds:

Higher; power; liar; sour; tower; mire.

[aʊə]	[aɪə]
power	higher
sour	liar
tower	mire

The following words contain either the triphthongs /eɪə/ or /ɔɪə/.

Mayor, mayonnaise, soya, loyal, player, play a song, employer

Classify them according to these sounds.

/eɪə/	/ɔɪə/

Match the words with their corresponding sounds .

layer

lower

power

loyal

Triphthongs 2

player

liar

royal

mower

əʊə

aɪə

eɪə

ɔɪə

Triphthongs 3

fire	aʊə
hour	aɪə
trial	aɪə
choir	aɪə

Consonant Sounds

Week : 7

Slides: 124- 149

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Consonant Sound

There are twenty four consonant sound in the English Language which are:

m p b f v θ ð n t d

s z l r ʃ ʒ tʃ dʒ j ŋ

k g w h

/m/

- m — Mill, amuse, balm
- mm — Summer, hammer
- mb — Plumber, thumb, comb

/p/

- p
  - Pet, spill, gap
- ph
  - Shepherd

/b/

- b
  - Bun, above, globe
- bb
  - Rubber

/f/

- f — Fit
- ff — Affair, afford, staff
- gh — Laughter, rough
- ph — Photo, trophy, graph, nephew

/v/ { v { Vow, avoid, save

/θ/ { th { Thought, atheist

/ð/ { th { These, weather, with

/n/

- n — No, another, pin
- nn — Banner, sunny
- gn — Gnat, sign
- kn — Knee, know
- pn — Pneumonia, pneumonic
- mn — mnemonic

/t/

- t — Talk, active, saint
- th — Thames, Thomas
- tt — Letter, bottle
- ed — Stepped, baked, crossed

/d/

- d — Day, adopt, hard
- dd — Ladder, sudden
- ed — Bagged, called

/s/

- s — Set, post, course
- ss — Essay, assume, brass
- c — Scent, descend
- X(/ks/) — Exercise, tax
- ps — Psalm, psychology

/z/

- s — Desert, reason, cause, days
- ss — Scissors, dessert
- z — Zoo, ozone, zebra
- zz — Puzzle, buzz
- X(/gz/) — Exact, example

/l/

- l
  - Lake, believe, reel
- ll
  - Thriller, bill

/r/

- **r** — Ring
- **rr** — Arrive, hurry
- **rh** — Rhythm, rhyme, rhetoric
- **wr** — Write, wrap, wrong

/ʃ/

- sh — Sheet, ashore, cash
- ch — Chassis, machine, moustache
- sch — Schedule
- sci — Conscious, luscious
- su — Sure, sugar
- si — Mansion, Asia
- ssu — Assure
- ssi — Mission, submission
- ti — Nation, partial, essential
- ce — Ocean
- ci — Special, musician
- si — Provision, occasion

/ʒ/

- su — Usual, treasure, leisure
- zu — Azure, seizure
- ge — Genre, garage, sabotage

/tʃ/

- ch — Cheek, teacher
- tch — Butcher, catch
- tion — Question, suggestion
- ture — Picture, future, nature

/dʒ/

- j — Joy, injure
- g — Germ, engine
- dg — Budget, lodge
- gg — Suggest
- di — Soldier
- dj — Adjourn, adjust

/j/

y	Yet, yield, beyond
i	Onion, opinion, spaniel
eau	Beauty
eu	Feud
ewe	Ewe
ieu	Lieu
iew	View, review
u	Unit, refuse, huge
ue	Due, value, argue
ui	Suit

/ŋ/

- ng — Hanger, singer, song
- nk — Tanker, think, bank
- nc — Uncle
- nch — anchor
- nx — Anxious, anxiety

/k/

- k — Keeper, speaker, soak
- c — Cap, act, panic
- ck — Pocket, luck, sick
- ch — Chemist, alchemy, stomach
- cc — Occasion, occult
- x — Taxi, fox
- qu — Quite, sequence

/g/

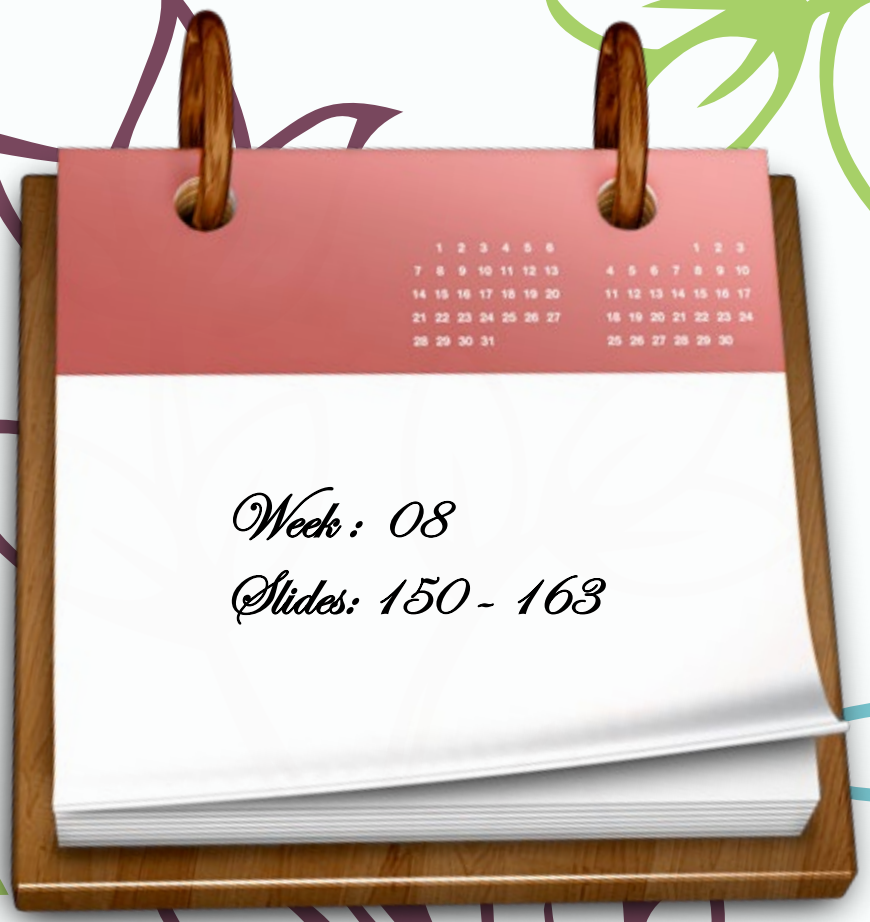
- g — Goal, begin, fog
- gg — Beggar, ragged
- gh — Ghost, ghastly, aghast
- X(/gz/) — Example, exist

/w/

- **w** — Watch, aware, swan
- **wh** — When, where, awhile
- **gu** — Language, linguist
- **qu** — Quiet, quick, require

/h/

- h — Hey, behind
- wh — Who, whole



Place of Articulation of Consonants

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Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

CONSONANT:

Basic speech sound in which the breath is at least partly obstructed (blocked) in nasal or oral cavity

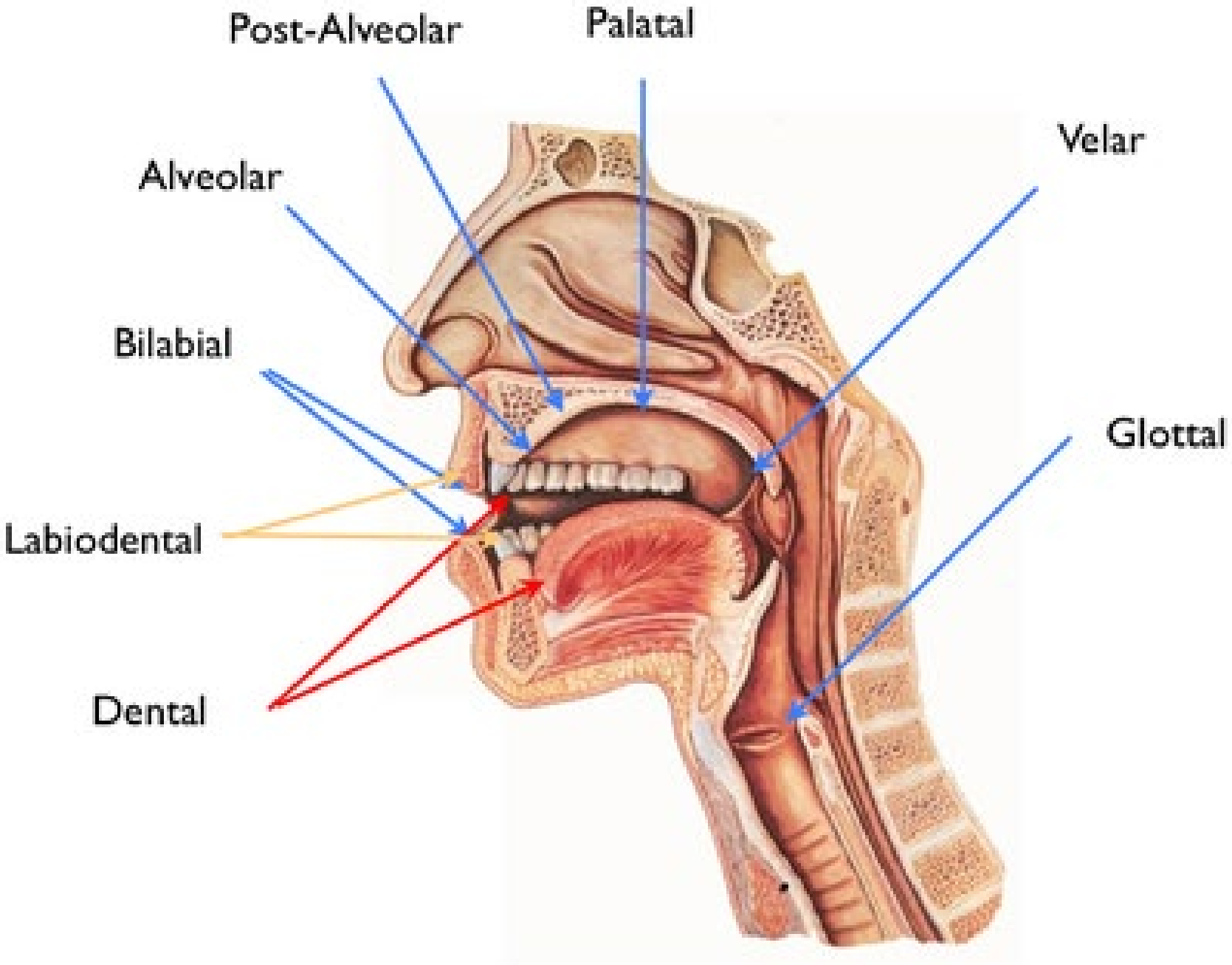
It can be combined with a vowel to form a syllable.

21 Consonant words & 24 Consonant sounds

PLACE OF ARTICUALTION:

The location at which two speech organs approach or come together in producing a speech sound

>Also called **point of articulation**



8 places of articulation for English consonants

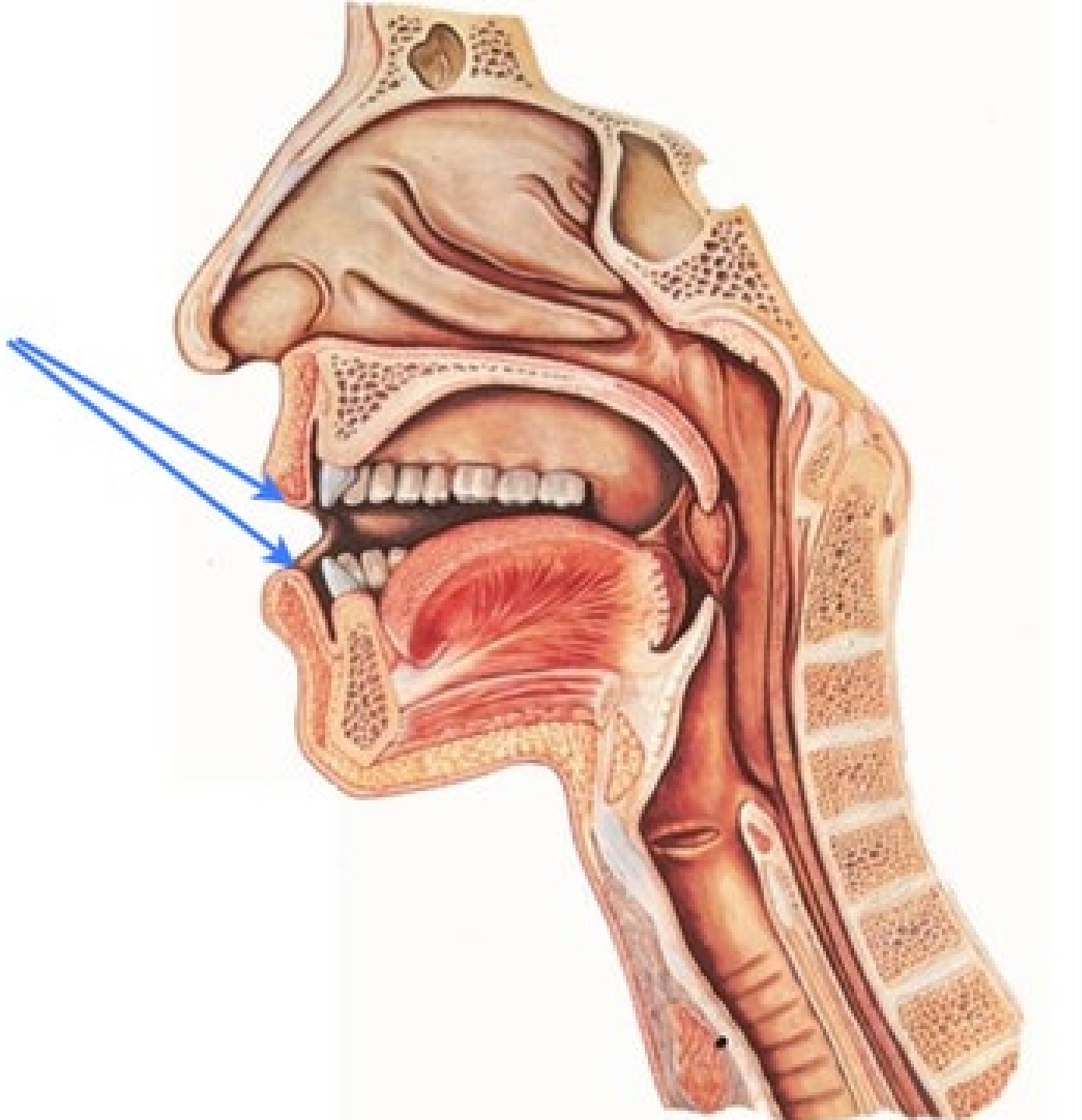
Voiced consonants:

Vocal cords vibration during articulation of consonant sounds.

Voiceless consonants:

Vocal cords do not vibrate during articulation of consonant sounds.

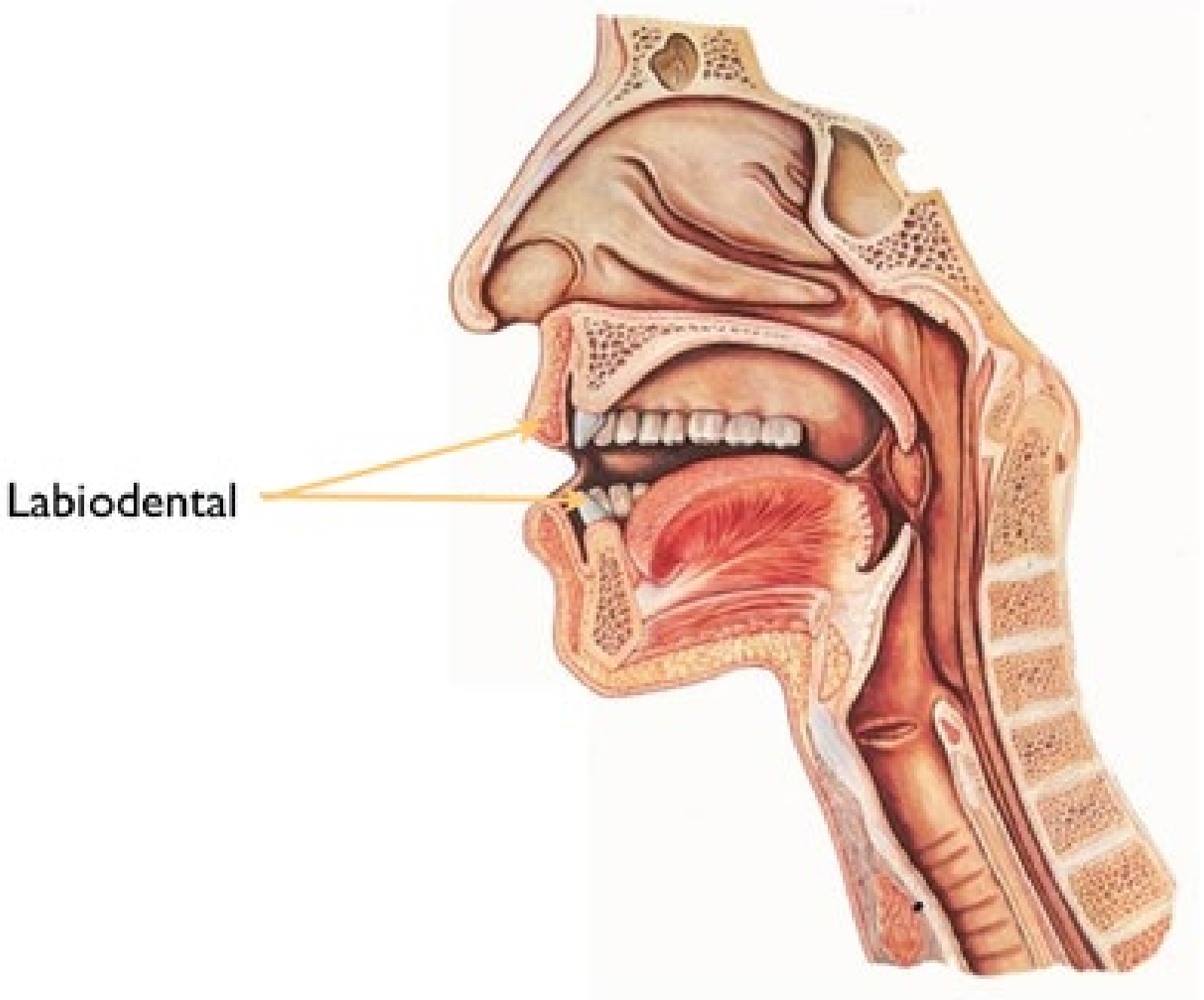
Bilabial (at the lips)



- When you block/constrict airflow out of the mouth by bringing your **dry lips together.**

- /p/ as in "**p**urse" and "ra**p**"
- /b/ as in "**b**ack" and "ca**b**"
- /m/ as in "**m**ad" and "cal**m**“
- /w/ as in "**w**et" and "Howard"

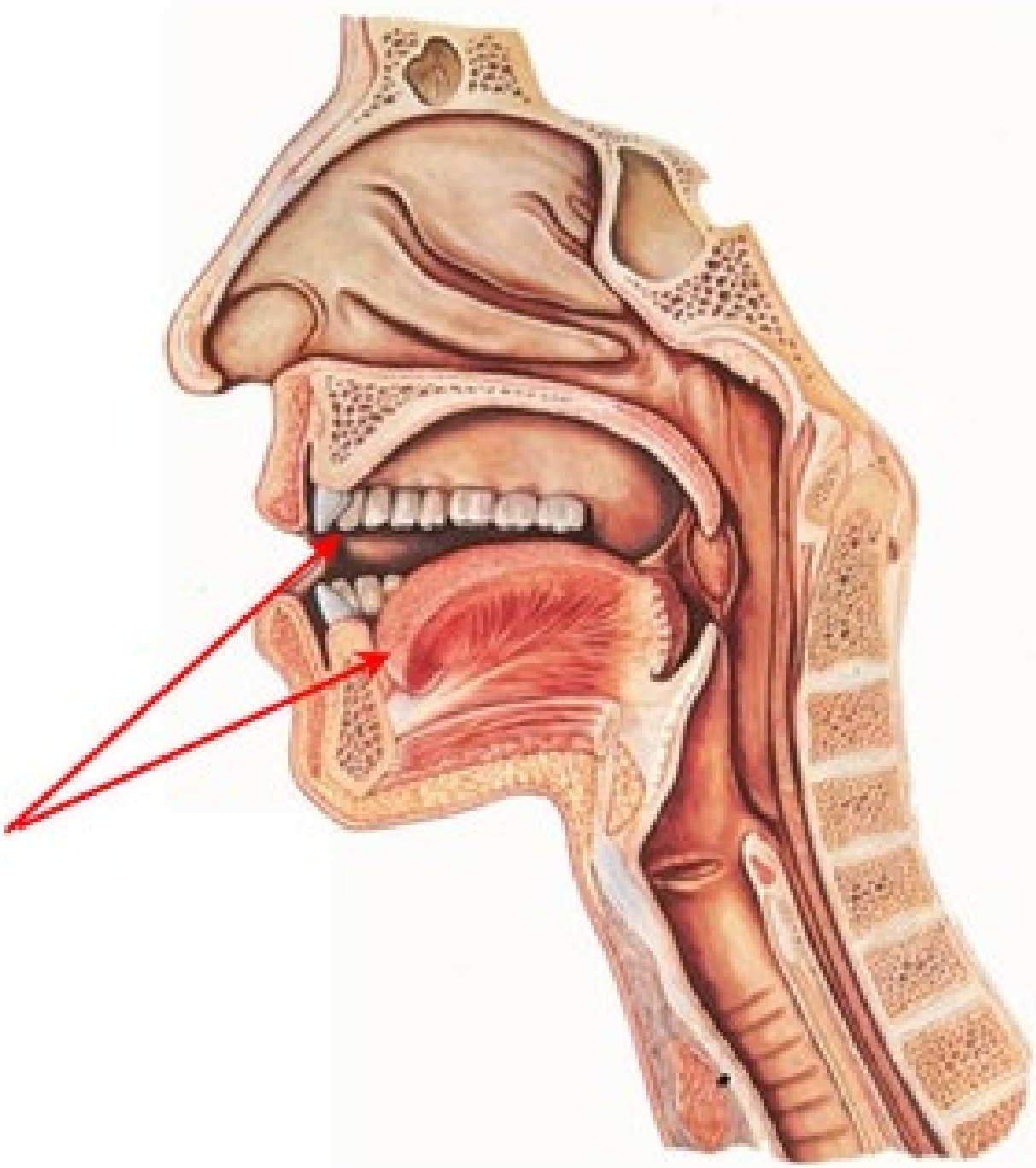
Labio-Dental (lips and teeth together)



- When you block/constrict airflow by curling your **lower lip back** and raising it to **touch** your upper row of jagged **teeth**.

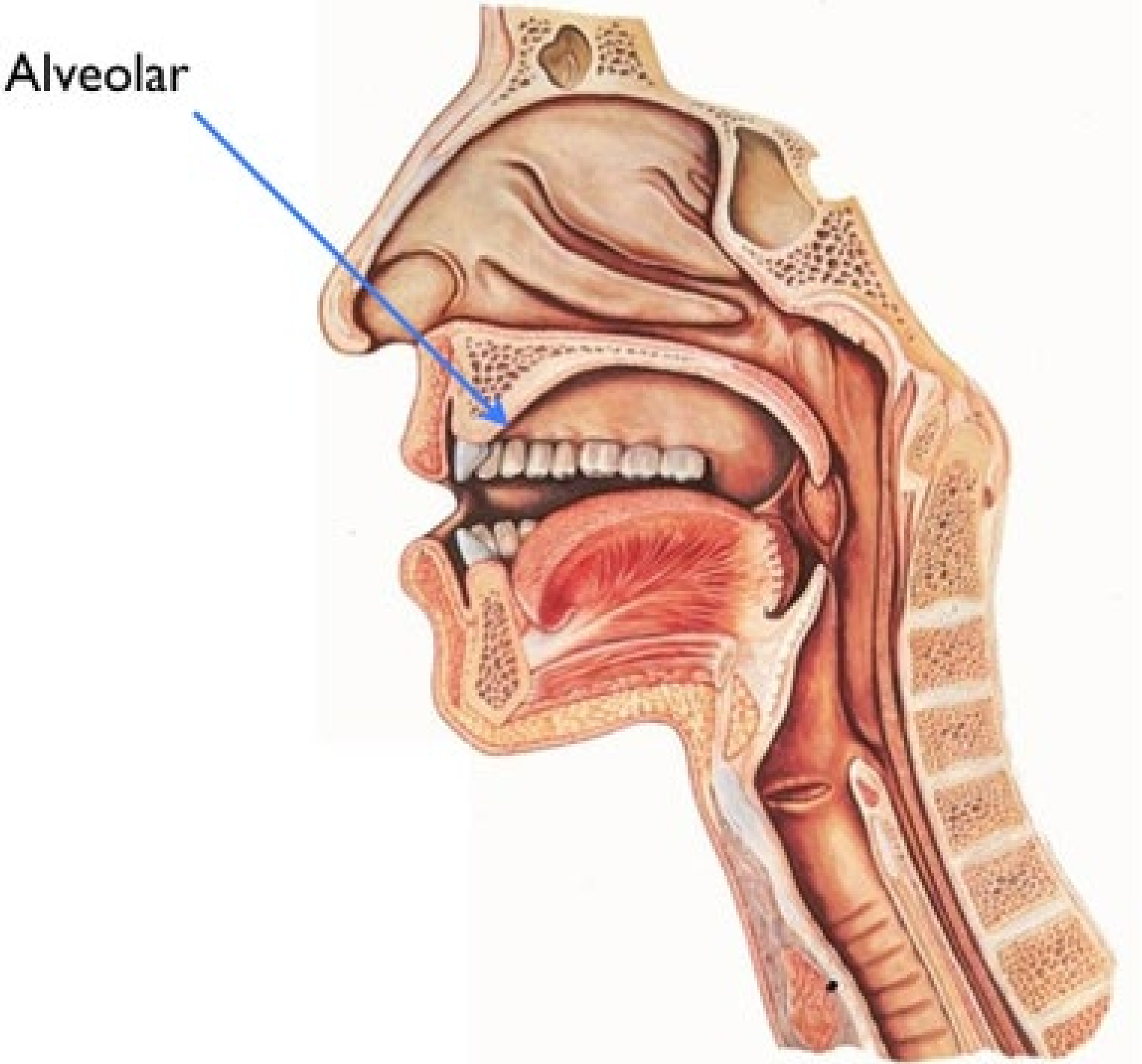
- /f/ as in "**f**ro" and "cal**f**"
- /v/ as in "**v**an" and "ha**v**e"

Dental (Interdental)



- When you block/constrict airflow by placing your slimy **tongue** against your **upper teeth.**

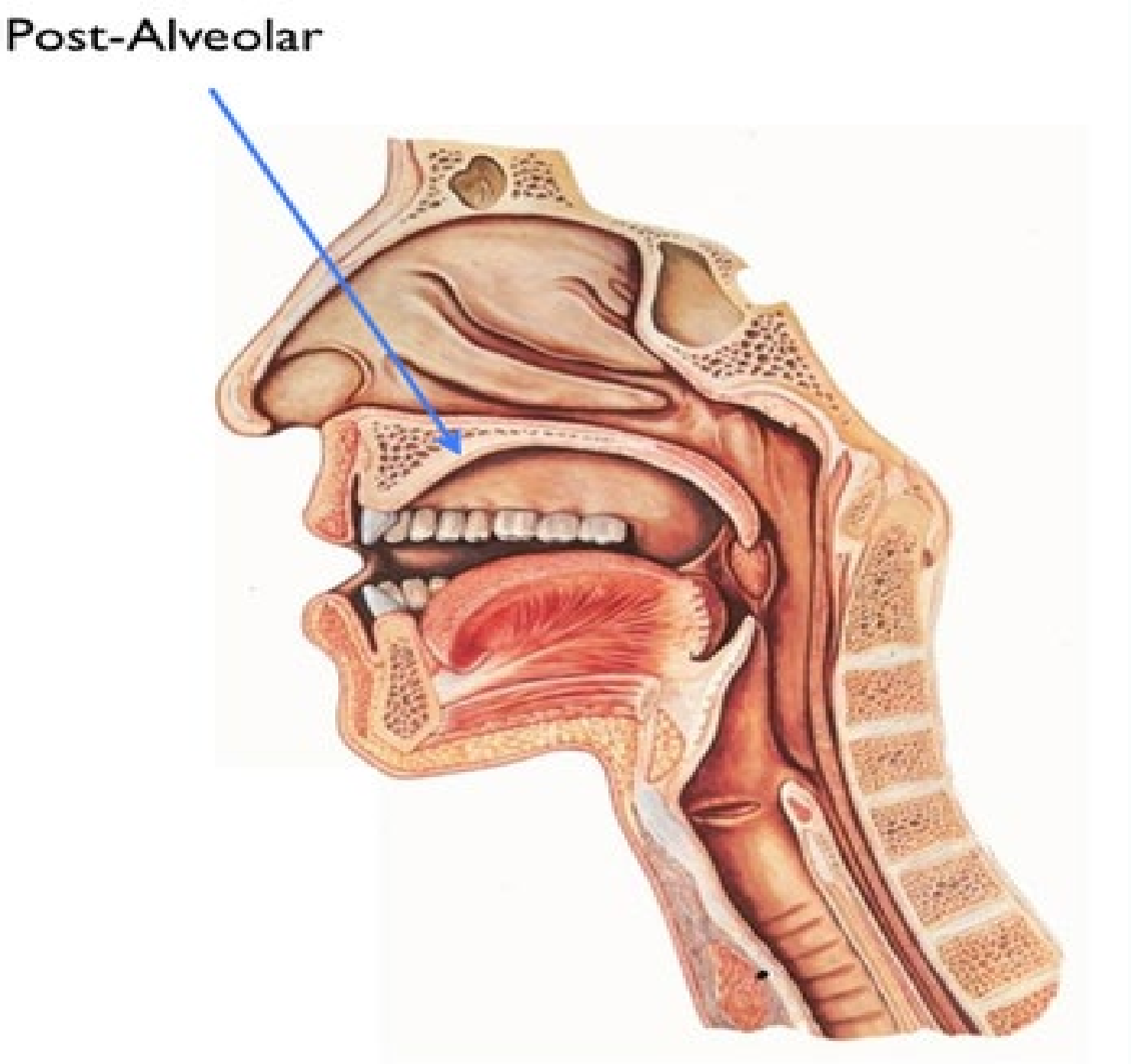
- /θ/ as is "**th**ick" and "ba**th**"
- /ð/ as in "**th**e" and "ra**th**er“
- /t/ as in "**t**ab" and "ra**t**"
- /d/ as in "**d**ip" and "ba**d**"



Alveolar

- The **alveolar ridge** is where your jagged teeth meet your gums.
- Created when you raise your **tongue** to the **alveolar ridge** so as to block/constrict airflow.

- /n/ as in "**n**o" and "ma**n**"
- /s/ as in "**s**uit" and "bu**s**"
- /z/ as in "**z**it" and "ja**zz**"
- /l/ as in "**l**uck" and "fu**ll**y“
- /r/ as in “**r**un” and “**r**ace”

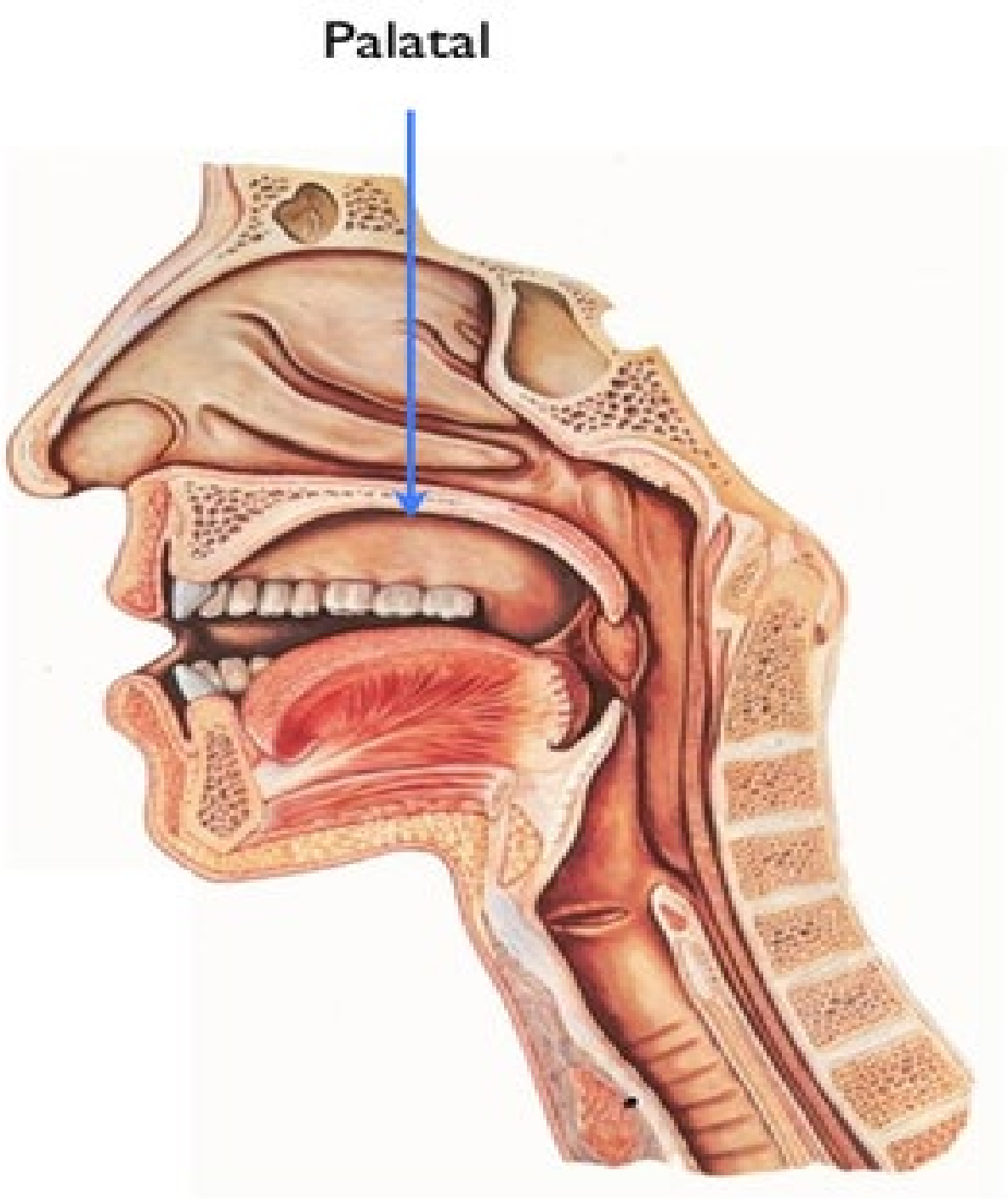


Post-Alveolar

- When you retract your tongue back just a bit from the alveolar ridge, the sounds change enough to be recognized as distinct consonants.

- Occur when the **tongue** blocks/constricts airflow at the **point just beyond the alveolar ridge.**

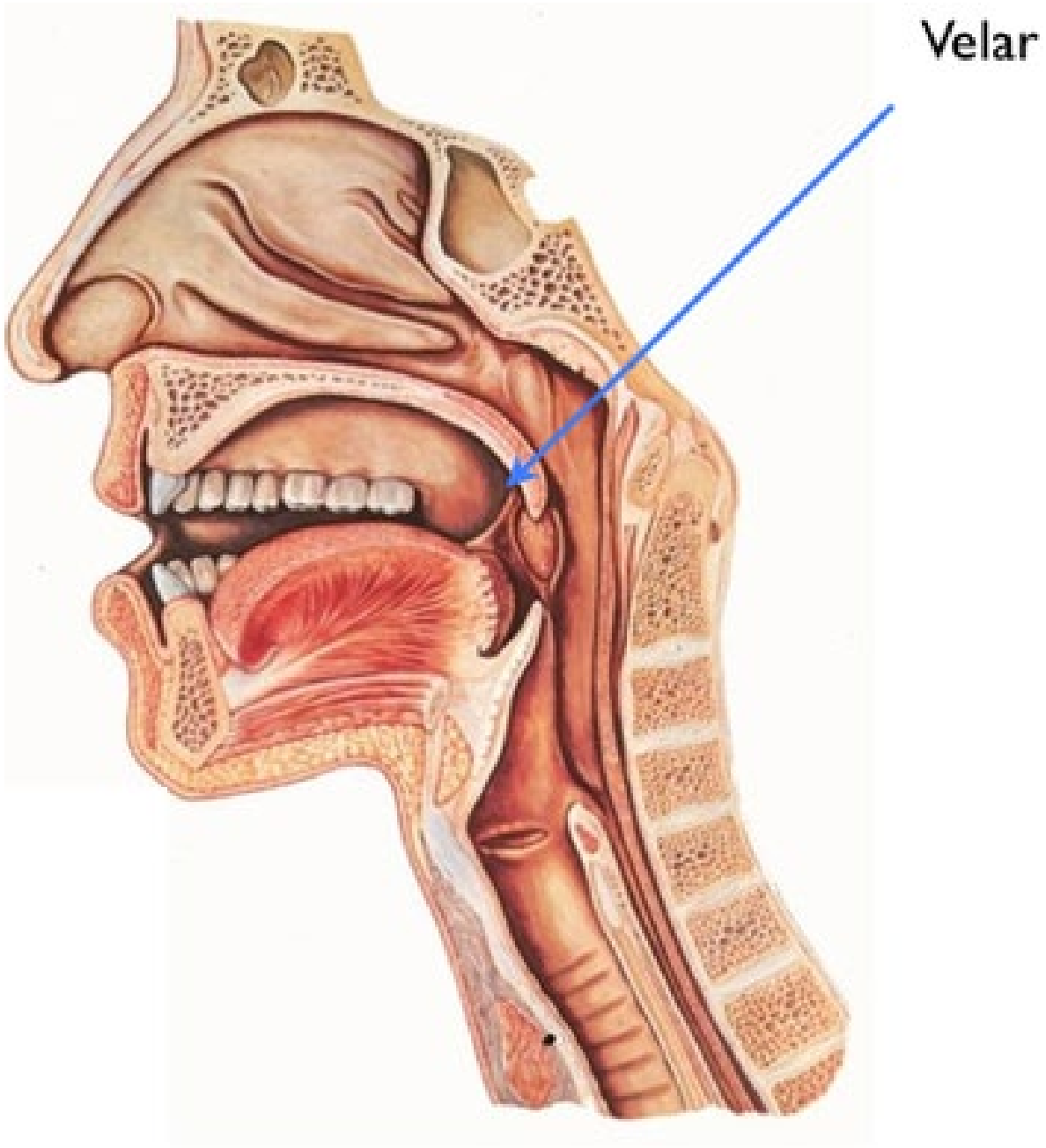
- /ʃ/ as in "**sh**oot" or "bra**sh**"
- /ʒ/ as in "vi**s**ion" or "mea**s**ure"
- /tʃ/ as in "**ch**ick" or "ma**tch**"
- /dʒ/ as in "**j**am" or "ba**dge**"



Palatal

- The roof of your mouth is known as the hard palate.
- Palatal consonants are created here when you **raise** the **tongue** to **hard palate** so as to block/constrict airflow.

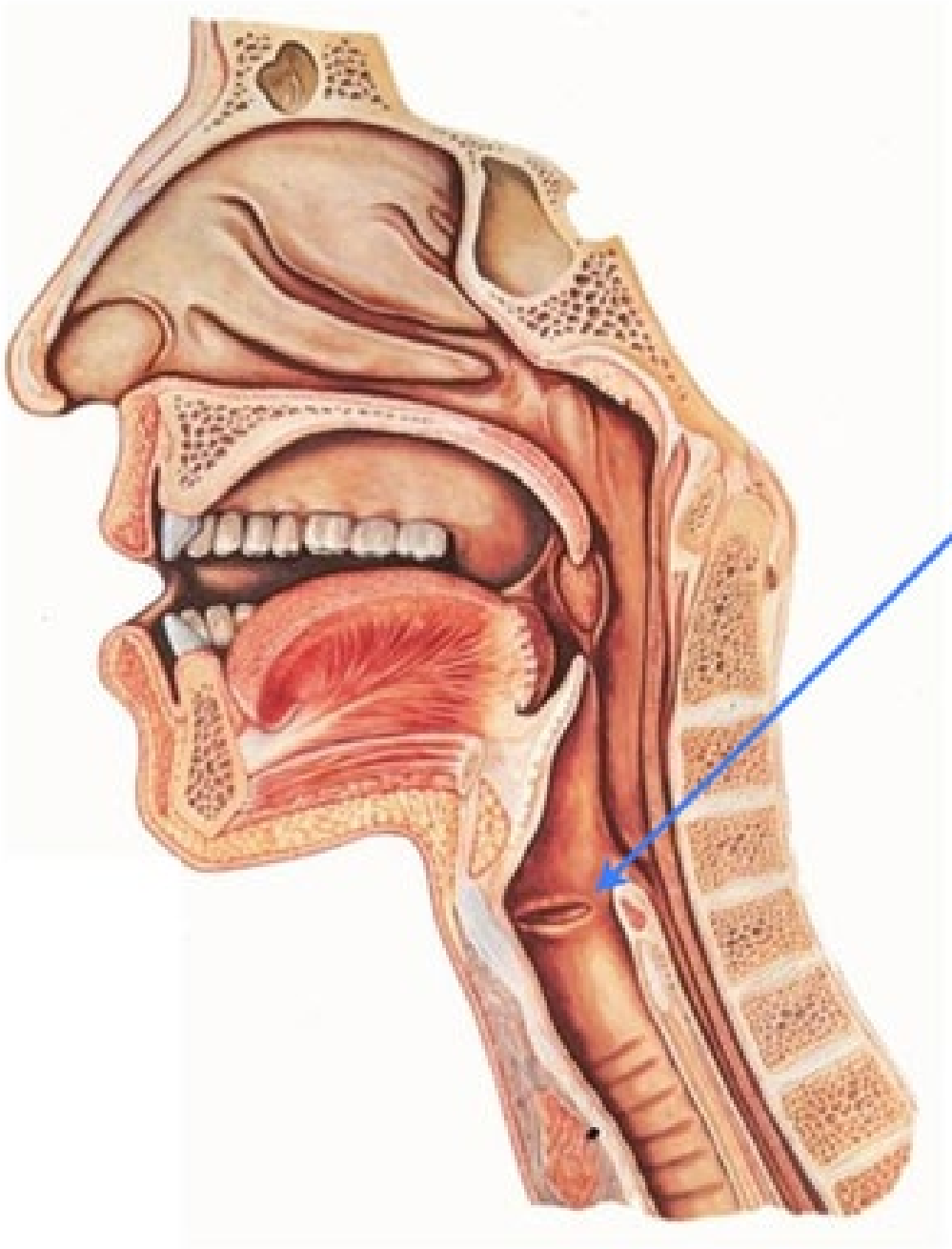
- /j/ as in "**y**es" and "ba**y**ou"



Velar

- Behind your hard palate = velum or soft palate. It consists of soft, mucous tissue.
- When you raise the back of your **tongue** to the **velum** so as to block or restrict airflow.

- /ŋ/ as in "goi**n**g" and "u**n**cle" (note that the 'n sound' in these words is NOT made at the alveolar ridge, which is why it is distinct from /n/).
- /k/ as in "**k**ite" and "ba**ck**"
- /g/ as in "**g**ood" and "bu**g**"

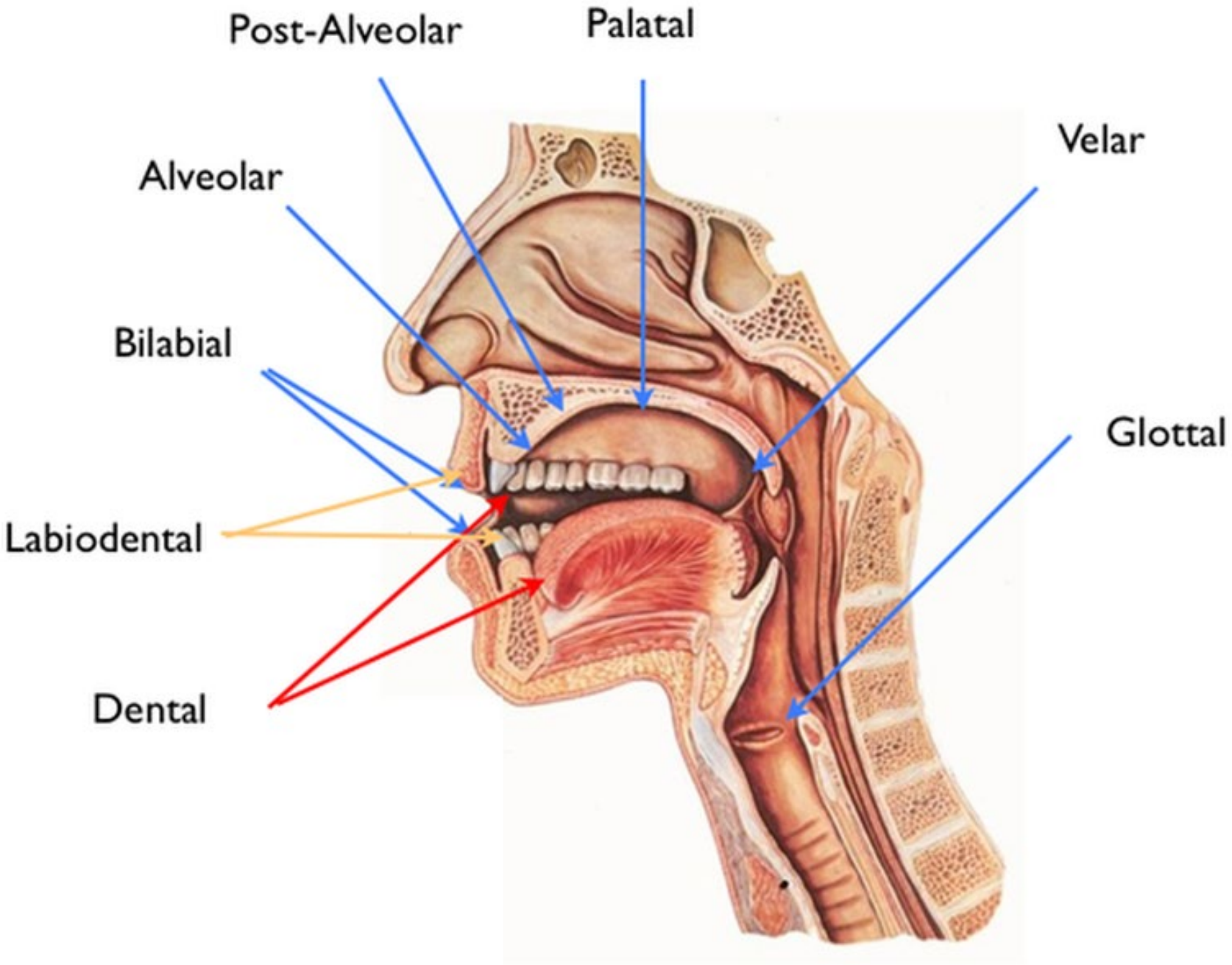


Glottal

- The glottis is made up of two vocal folds (i.e. vocal cords). It acts as a sort of bottle cap to your windpipe. Glottal consonants aren't really consonants; they just play consonant roles in the language.

- /h/ as in "**h**i" and "Ba**h**amas". You're just sort of exhaling a little bit harder than you would for a normal vowel sound in *transition* to the following vowel sound.

- /?/ - "silent syllables". For example, in the phrase "wha(t) time is it?" the /t/ in "what" is dropped and the vowel sound before it is closed at the glottis.



All of these muscles are under voluntary control.

/w/ - Is it a bilabial or velar?

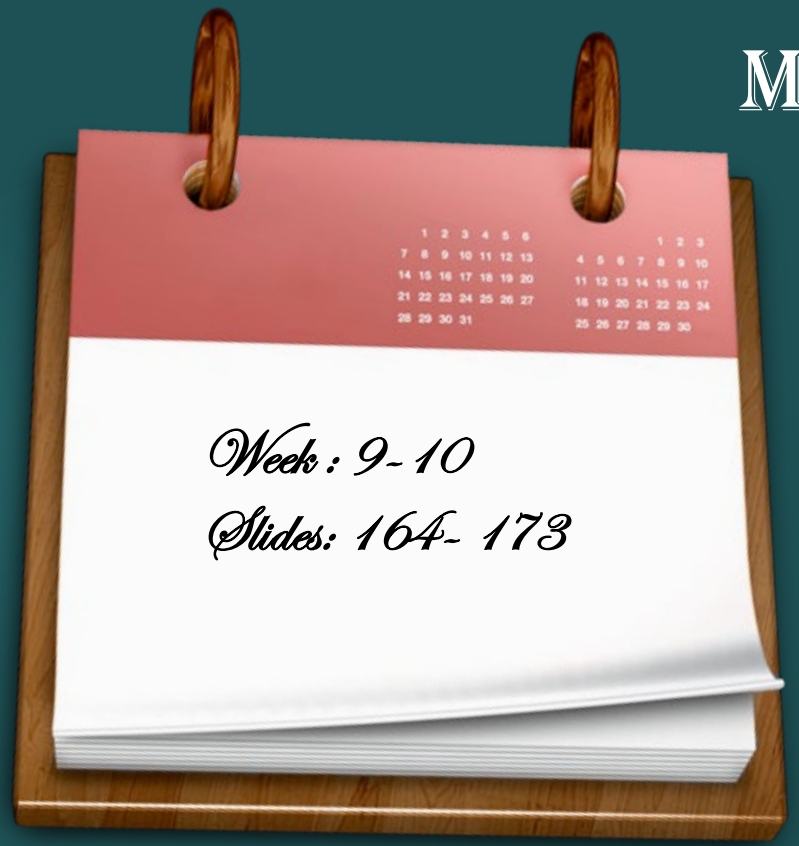
/m/ - nasal cavity or oral cavity?

Place of articulation of following?
/p/
/z/
/s/
/h/
/ŋ/

Voiced or Voiceless?
/k/
/w/
/ð/

ðə ɛnd

MANNER OF ARTICULATION



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OUTLINE

1. NASAL
2. STOP
3. FRICATIVE
4. AFFRICATIVE
5. APPROXIMANT
6. LATERAL

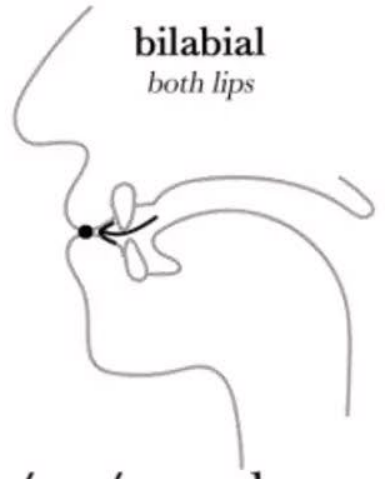
MANNER OF ARTICULATION

- Manner of articulation is the type of closure made by the articulators and the degree of the obstruction of the airstream by those articulators. The way in which the airstream, usually from the lungs, is interfered with in order to produce a speech sound. Manner of articulation describes how the tongue, lips, jaw, and other speech organs are involved in making a sound make contact. Often the concept is only used for the production of consonants

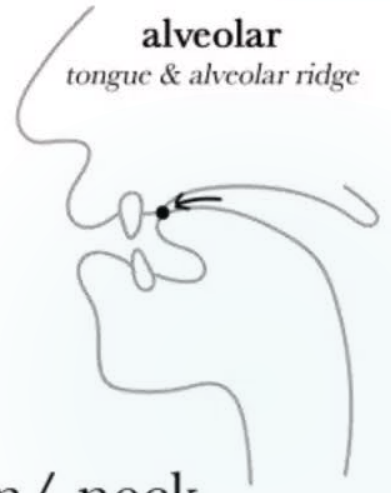
NASAL

- Nasal consonants are created when you completely block air flow through your mouth and let the air pass through your nose. There are three nasal consonants in english.

- /M/ - "mad" and "clam" - oral passage is blocked by closing the lips (bilabial).
- /N/ - "no" and "man' - oral passage is blocked by pressing tongue tipagainst the alveolar ridge (alveolar).
- /Ɒ/ - "going" and "funk" - oral passage is blocked by pressing the back.



/m/ mode



/n/ neck

/ŋ/ song

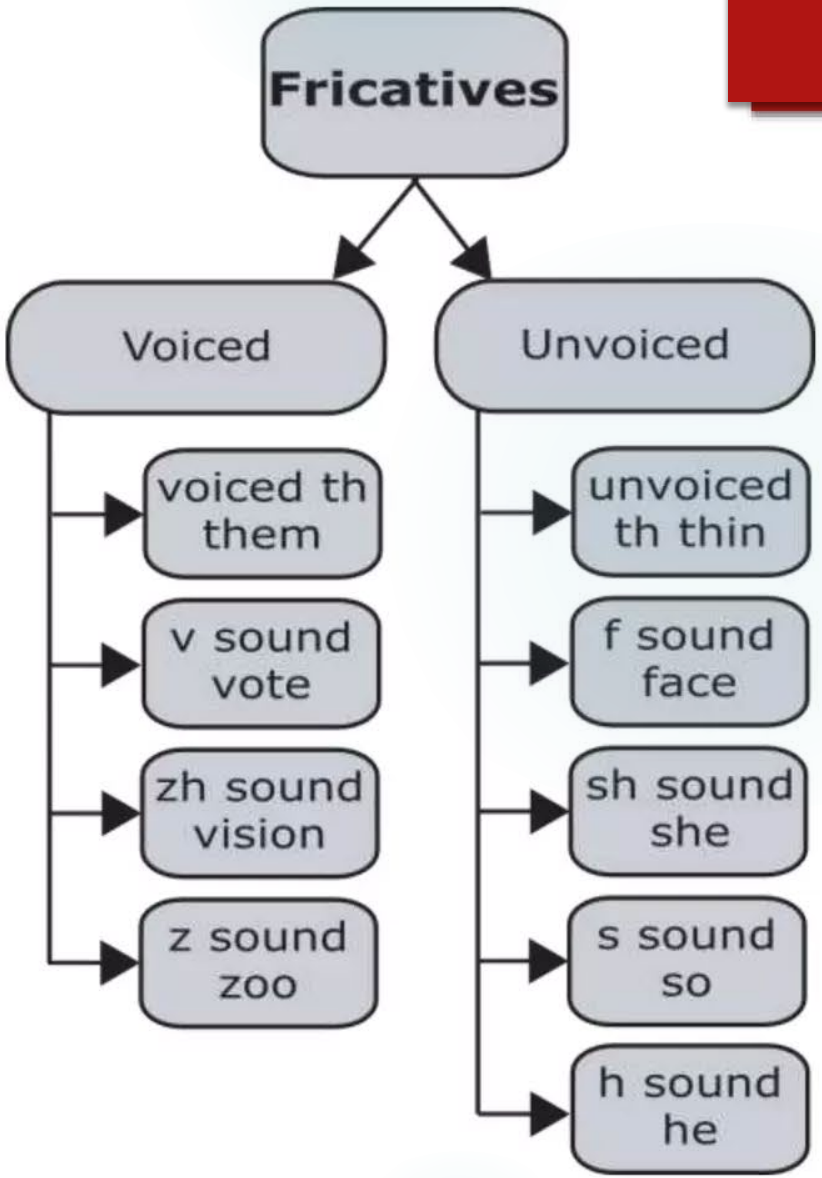
STOP

- Stop similar to nasal consonants, stop consonants occur when the vocal tract is closed completely, but for stops the airflow is not redirected through the nose. Instead the air quickly builds up pressure behind the articulators and then releases in a burst. English contains the following stop consonants.
- /P/ - purse and rap - oral passage is blocked by closing the lips (bilabial).
- /B/ - "back" and "cab" - oral passage is blocked by closing the lips (bilabial).
- /T/ - "tab" and "rat" - oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar)
- /d/ - "dip" and "bad" - oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar)
- /k/ - "kite" and "back" - block airflow with the back of the tongue against the soft palate (velar).
- /G/ - "good" and "bug" - block airflow with the back of the tongue against the soft palate (velar).

FRICATIVE

- Fricative whereas nasal and stop consonants involve a complete blockage of the vocal tract, fricative sounds involve only a partial blockage of the vocal tract so that air has to be forced through a narrow channel.

- /T/ stop consonant is created when you block airflow completely with your tongue against the alveolar ridge, but if you let up with the tongue a bit and let the air seep through, you make an /s/ fricative consonant.



AFFRICATIVE

- Affricate when stop consonants make sweet love to fricative consonants, the bastard offspring is known as an affricate consonant. The affricate consonants start as stops with air building up behind an articulator which then releases through a narrow channel as a fricative (instead of a clean burst as stops do).
- The english affricate sounds are:
- /tʃ/ - "chick" and "match" - air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.
- /Dʒ/ - "jam" and "badge" - air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.

APPROXIMANT

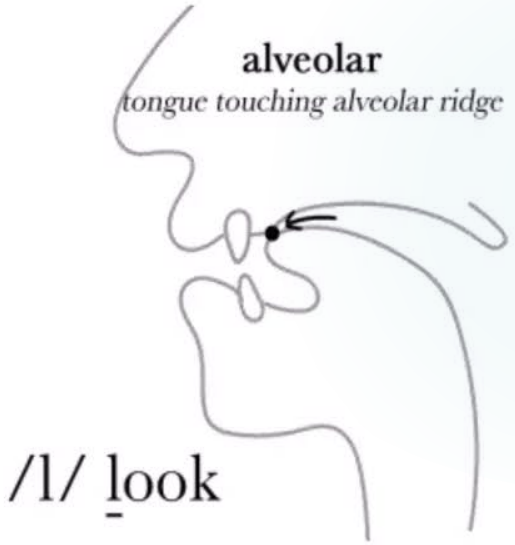
- Approximant similar to how no one quite knows whether to classify a tomato as a fruit or a vegetable, no one quite knows whether to classify approximant sounds as vowels or consonants . Approximants are created when two articulators come close together but not quite close enough to create air turbulence. The resulting sound is more like a fast vowel than anything else. For example, the /w/ approximant is essentially a fast /u/ sound (say /u/ /aɪ/really Fast and you get the word "why"). So these guys really are going through an identity crisis. There are three English approximants:

- /w/ - "wet" and "howard" - back of tongue raises to velum (but not too close!) And lips are rounded (velar)
- /j/ - "yes" and "bayou" - tongue raises to hard palate (but not too close!) (Palatal).

LATERAL

- Lateral consonants are created when the tongue blocks the middle of your mouth so that air has to pass around the sides. There is one lateral consonant in English

- /l/ - ("luck") which is created when you place the tongue at the alveolar ridge.
- If you play close attention, however, you will notice that there are actually two distinct /l/ sounds in English. The second /l/ sound is called “dark l” (which would soon be my rap name if my real name were “Leonard" or something), and it is created by moving the back of your tongue toward the velum.



THANK YOU!

PHONE, PHONEME, ALLOPHONE

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Phonemes

Phones / Allophones

PHONE

- A phone is 'the smallest perceptible discrete segment of sound in a stream of speech'. It is the smallest possible segment of sound abstracted from the continuum of speech. It is the actual physical realization of a phoneme, so it has phonetic (physical) reality.
- Richards, et.al. (1985) define phone as "individual sounds as they occur in speech".

Phones are always enclosed within square brackets, i.e. [ ].
For example, if 'pig' is realized phonetically, it is written phonetically
as [pig]. Phones are grouped into phonemes through phonemic analysis.

- Phones can be distinctive and non-distinctive.

Distinctive phones are phonemes, whereas non-distinctive phones are allophones.

PHONEME

•A phoneme is the smallest distinctive and segmental unit of sound. Richards, et.al. (1985)define phoneme as "the smallest unit of sound in a language which can distinguish two words." It is a minimal distinctive unit in a sound system of language. A phoneme is not a sound, it is a class of sounds. It is the smallest contrastive linguistic unit which may bring about a change of meaning' (Vershney, 1995).

- A phoneme has functional reality. It distinguishes the meaning of two words. For example, the word 'cat' and 'rat' differ only in their initial consonant sounds / k / and /r/. Similarly. 'pen' and 'pin' differ only in their vowel / e / and /1/. Therefore, /k/, /r/,/ e / and /1/ are phonemes of English.
- The number of phonemes varies from one language to another. In English, there are 44 phonemes-24 consonants and 20 vowels. Phonemes are enclosed within slashes or slant lines, i.e. //.

- Phonemes of a language can be discovered by forming minimal pairs which are different in respect of only one sound segment. So pairs of words with a phonemic contrast are called minimal pairs.
- For example cat /hat pen/pin hit/sit meat/met
- Each pair of words is different in only one sound segment. So a phoneme is the smallest unit of sound distinguishing one word from another.

ALLOPHONE

- Allophones are the variants of phonemes.
- Allophones are different pronunciations of words which do not change the meaning of these words. So they are said to be in mutually exclusive environment or in complementary distribution or in free variation. The occurrence of a particular allophone may be determined by its environment.
- For example [ph] as “pin’’ and [p] as “spin’’

- In Short
- Phones- all speech sounds in a language
- Phonemes- distinctive speech sounds in a language
- Allophones- non-distinctive speech sounds in a language

THANK YOU

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Week : 12
Slides: 184 - 194

WORD STRESS in ENGLISH

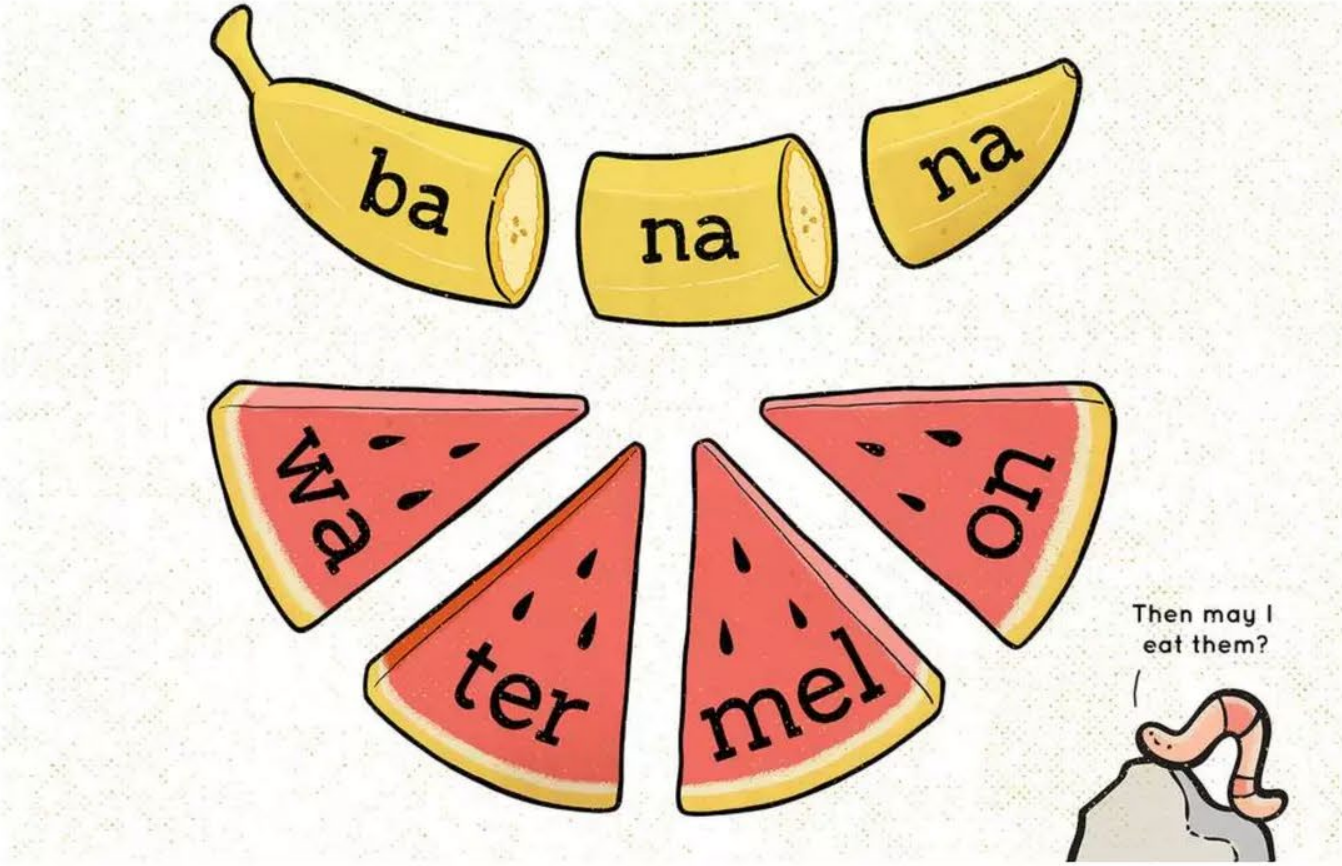
Syllables

Every syllable must have a vowel.

You can determine how many syllable a word has based on how many vowels are in that word.

Vowel sounds

How many syllables?



What is Word Stress?

- A word stress means a prominent syllable

word	pattern
tea.cher	• .
beau.ti.ful	• . .
un.der.stand	. . •
con.ti.nue	. • .

Basics of Word Stress

- There are two basic things to keep in mind that will help you determine how to stress a word:

1. **One word, one stress**: One word cannot have two stresses.
2. **The stress is always on a vowel:** Consonants are never stressed.

How to pronounce word stress?

- When a syllable is stressed, it is pronounced
  - longer in duration
  - higher in pitch
  - louder in volume
- Unstressed syllables are weak or small

How do you say *teacher*?

Longer	teeeeeeeeeeeee cher	
Higher	tea	
		cher
Louder	TEA cher	
All three combined	TEEEEEEEEEEE	
		cher

Word Stress Rules

Word type		Where is the stress?	Examples
Two syllables	Nouns	on the first syllable	center object flower
	Verbs	on the last syllable	release admit arrange

Word Stress Rules

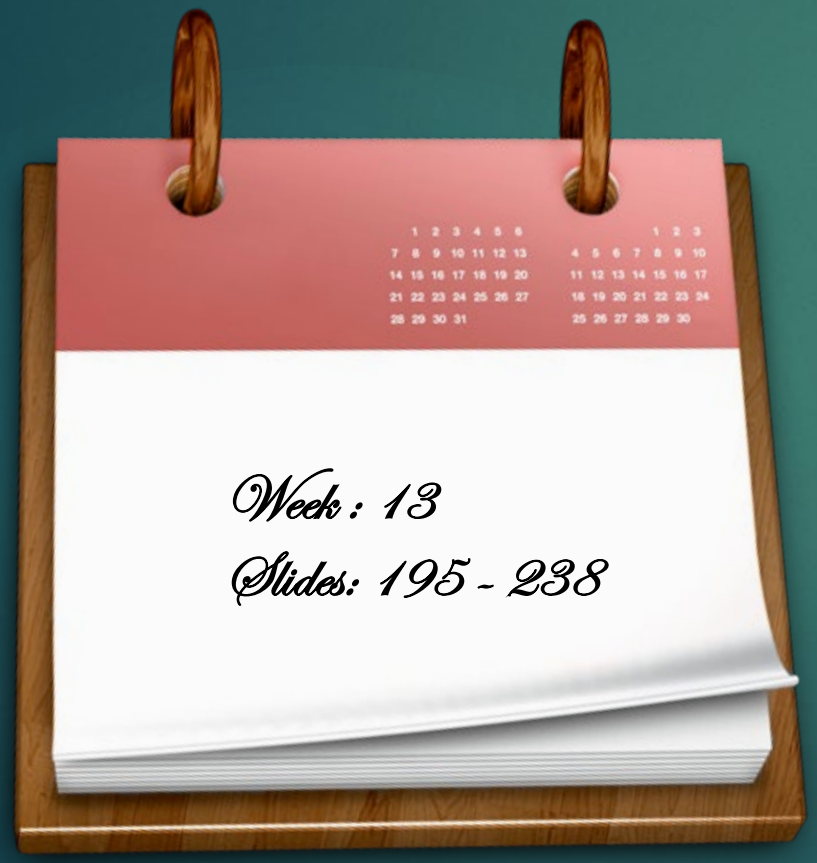
Compound words	**Nouns**	on the first part	desktop pencil case bookshelf greenhouse
	Adjectives	on the last part (the verb part)	well-meant hard-headed old-fashioned
	Verbs		understand overlook outperform

Word type		Where is the stress?	Examples
Phrasal Verbs		on the particle	turn off buckle up
Word With Added ending	-ic	the syllable before the ending	economic electrical
	-tion, -cian, -sion		Technician graduation
	-phy, -gy, -try, -cy, -fy, -al	the third from the last syllable	biology geometry
	-meter		Parameter Thermometer

Homographs

Noun	Verb
CONflict	conFLICT
DEfect	DeFECT
EXport	exPORT
EXtract	exTRACT
PERmit	perMIT
PROtest	proTEST
REcord	reCORD

INTONATION



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Let's consider the following example first:

Question: What is the difference in the way the following two sentences sound?

A. He is going tomorrow.
B. He is going tomorrow?

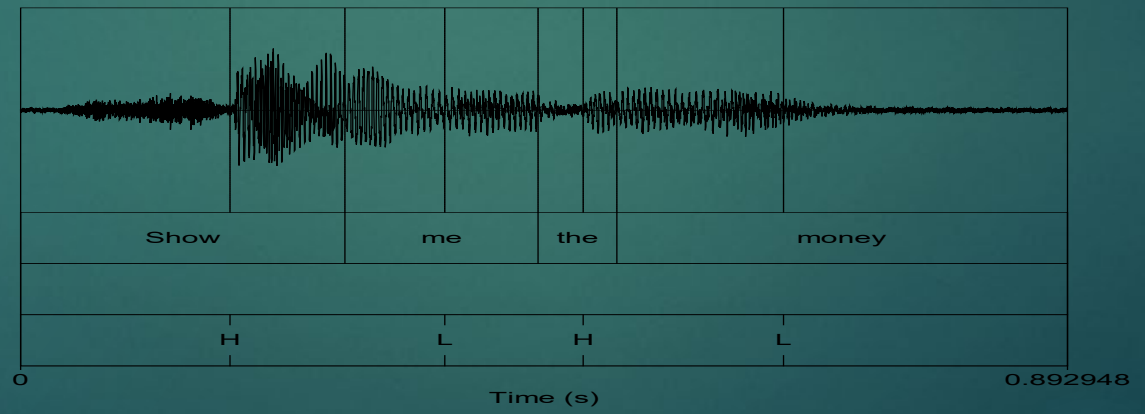
Answer: The 'melodies' of the two sentences are different:

- The melody of sentence A **drops** at the end, making it a statement.
- The melody of sentence B **rises** at the end, making it a question.
- *In languages like English, we call these sentence melodies* ***intonations****.*
- *All spoken languages have intonations.*

What is intonation?

•Intonation is a term used to refer to *the distinctive use of different patterns of pitch that carry meaningful information.*

Pitch is the *rate* of vibration of the vocal folds. When we speak, normally the pitch of our voice is constantly changing. We describe pitch in terms of **high** and **low**.



One-syllable utterance:

• Two common examples of one-syllable utterances are ‘yes’ and ‘no’. We have a number of choices for saying these words using different pitch patterns.

•The two words can be said with the pitch remaining at a constant level (***level intonation***) which is not common, or with the pitch changing from one level to another (***moving intonation***) which is more natural.

Level	ˌyes	ˌno
Falling	ˏyes	ˏno
Rising	ˊyes	ˊno

•**Moving Intonation:**

Rising intonation means the pitch of the voice increases over time; *falling intonation* means that the pitch decreases with time.

Syntactic Function

•If the same utterance is produced with different intonation, the meaning conveyed will be different. This difference is signaled by intonation patterns.

•In English, such different intonation patterns have different **syntactic functions**. One sentence can be a question, a declarative statement, an expression of surprise, or an expression of doubt.
Compare:
'right?' **with a rising tone**
and
'right.' **with a falling tone**

•In English, the utterance *'It is a cat'* will be regarded as a statement when there is a fall in pitch, and the same utterance will be regarded as a question if the pitch rises.

Suprasegmental phonology

- Stress : applied to units larger than phonemes (-> segmental phonology), i.e. syllables
- Intonation : pitch of voice plays an important part; it is constantly changing during speech; analysing intonation refers to listening to the speaker´s pitch and recognising what it is doing

Pitch

- Defined in terms of high and low (arbitrary choices for end-points of the pitch scale)
- Auditory sensation experienced by the hearer
- We are not interested in all aspects of a speaker´s pitch, but in those that carry some linguistic information
- Speakers have control over their own pitch of voice, and the possibility of choice (this may have linguistic significance)

Necessary conditions for pitch differences to be linguistically relevant

- Being under speaker´s control
- Pitch differences must be perceptible (great enough to be heard by a listener as differences in pitch)
- Significance in linguistics lies in contrasts (a set of items a unit contrasts with)

Form and function of intonation

- In the shortest piece of speech – single syllable
- A continuous piece of speech beginning and ending with a pause – utterance
- One syllable utterances like “yes” and “no”
- Even in one syllable words we can either remain at a constant pitch level or change it

Important definitions (Crombie, 1987)

- Intonation: variation in pitch
- Tonality: "dividing the flow of speech into tone groups or tone units"
- Tonicity:"locating the syllables on which major movements of pitch occur "
- Tone: "identifying the direction of pitch movements "

Tone

- It is the term used for the overall behaviour of the pitch
- It can be level or moving
- The latter is more common
- Level tone does not sound natural
- When saying yes or no in a final manner, falling tone is usually used
- Whereas for questioning rising tone is used (compare yes/no and yes/no?)

Tone and tone languages

- Tone is marked before the syllable:

  level _yes

  falling yes

  rising yes \

In this way we can also mark the high tone level / and low tone level

This is not always the case for all languages i.e Chinese, where the tone can determine the meaning of the word in question _ma ma ma

http://www.youtube.com/watch?v=g2bHdXcszJ4

Speech may be divided into tone units (Tonality).
Each tone unit is composed of:

- A tonic syllable (obligatory): the syllable that carries the tone. \ those
- The part of a tone unit that extends from the first stressed syllable up to (but not including) the tonic syllable is called the **head**: give me \ those

  Bill called to give me \ those
- If there is no stressed syllable before the tonic syllable there cannot be a head: in an \ hour (pre-head)

- The **pre-head** is composed of all the unstressed syllables in a tone unit preceeding the first stressed syllable. They are found in two main environments:

a) When there is no head (i.e. no stressed syllable preceding the tonic syllable): in an \hour

b) When there is a head, as in the following example: in a ?little ?less than an \ hour

pre-head head tonic syllable

- Any syllables between the tonic syllable and the end of the tone unit are called **the tail**:

  look at it what did you say

  both of them were here

  When it is necessary to mark a stress in a tail we use a dot (•):

  what did you • say both of them were •here

In synthesis:

(pre-head) (head) tonic syllable (tail)

OR

(PH) (H) TS (T)

Tonicity: locating the syllables on which major movements of pitch occur (tonic syllables)

A tonic syllable is:

- The most prominent syllable
- The anchor point for tone
- Not necessarily highest pitch

Pitch movement in the tail

- tonic syllable: where pitch movement begins
- tail: syllables after the tonic syllable

-my **hampster likes Britney Spears**

-my /**hampster likes Britney Spears**

-my v**hampster likes Britney Spears**

Complex tones and pitch height

- Each of these tones may express particular attitudes:

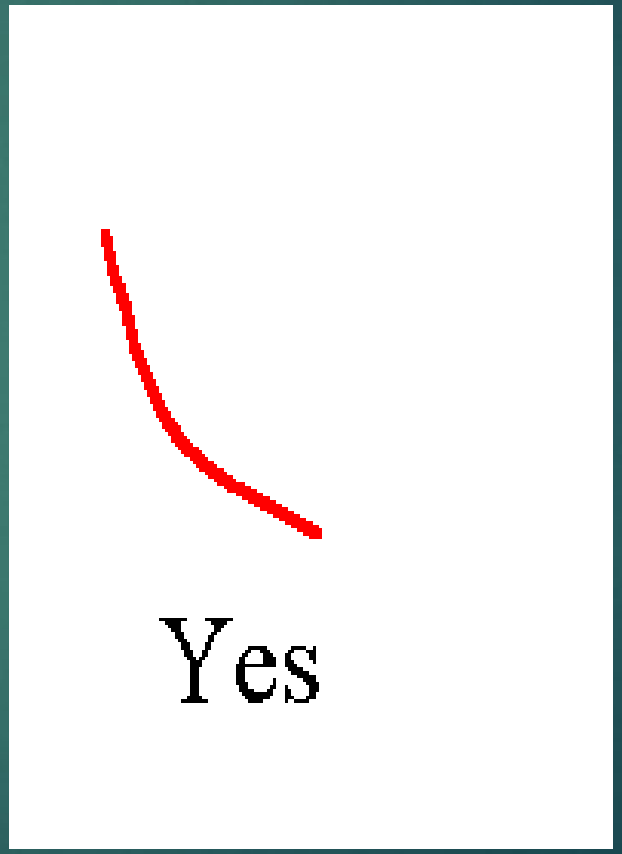
- **Fall**: neutral statement
- **Rise**: neutral question, doubt
- **Fall-Rise**: scepticism
- **Rise-Fall**: emphatic statement
- **Level**: boredom, disinterest

In ordinary speech intonation tends to take place within the lower part of the speaker´s pitch range. Only with strong feelings we use extra pitch height.

Fall: neutral statement, conclusion

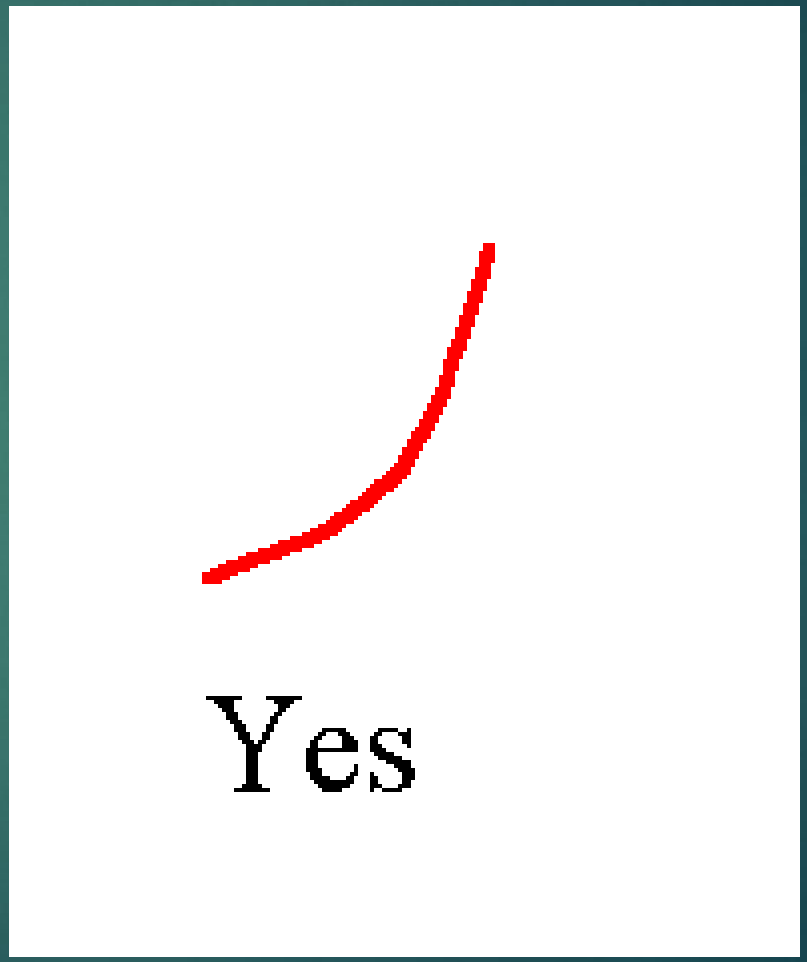
- E.g. Have you seen Ann?
- Yes. (Falling intonation indicates

  'I have answered your question and do not intend to add anything else')



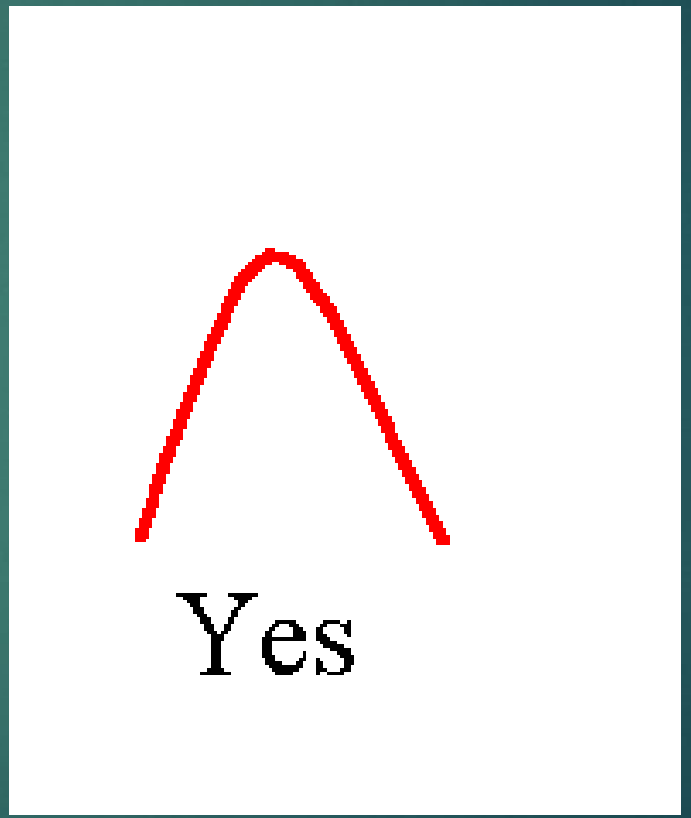
Rise: questioning, doubt, desire to continue conversation

- E.g. Have you seen Ann lately?
- Yes… (Rising intonation indicates 'I want to continue the conversation, I am curious')



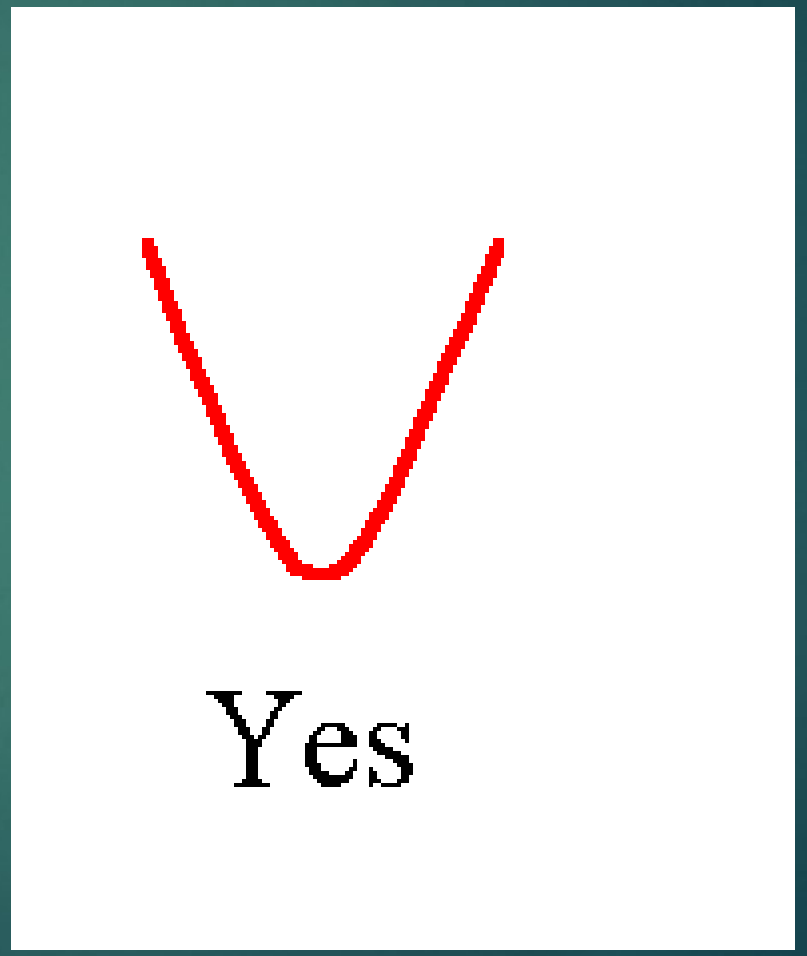
Rise-Fall: emphatic statement, irritation, command

- Do I really have to clean my room?
- Yes!



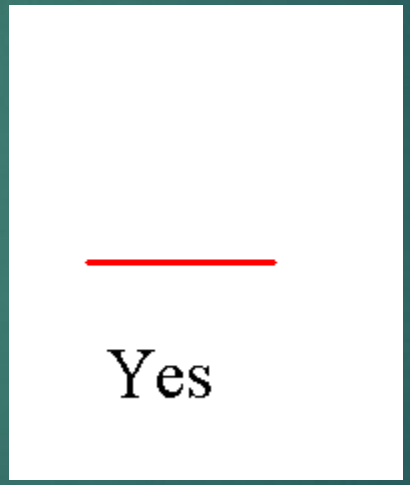
Fall-Rise: surprise, scepticism

- Ann and Peter were on good terms at the party?
- Yes!

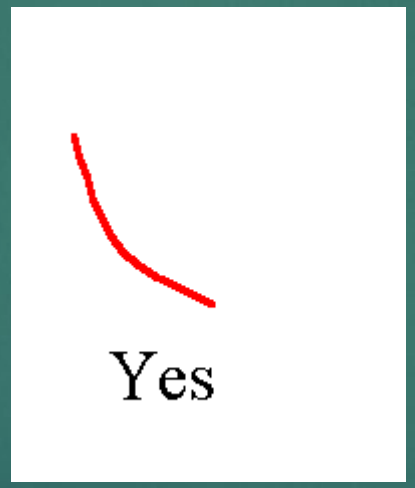


Level: boredom, lack of interest

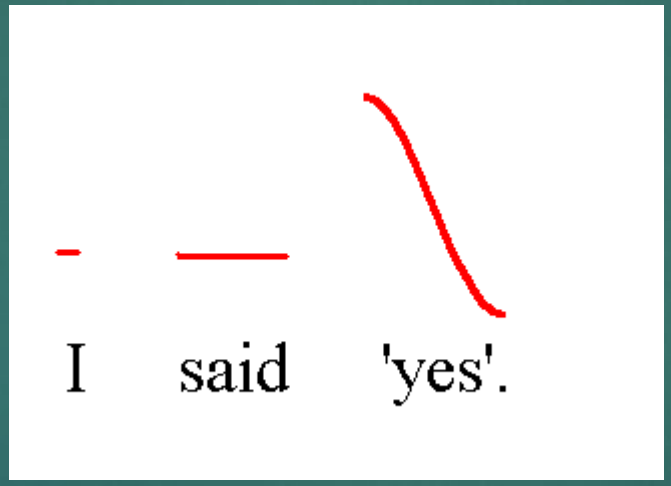
- Can you remember Peter Jackson, the cost consultant for our company in Taiwan? The other day in the office I invited him for dinner, he'll be coming tomorrow.
- Yes.



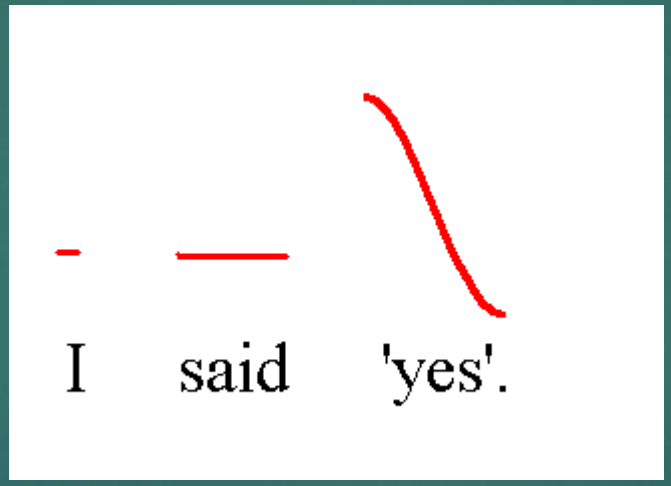
We shall begin by considering the fall: here is a tone unit solely composed of a tonic syllable



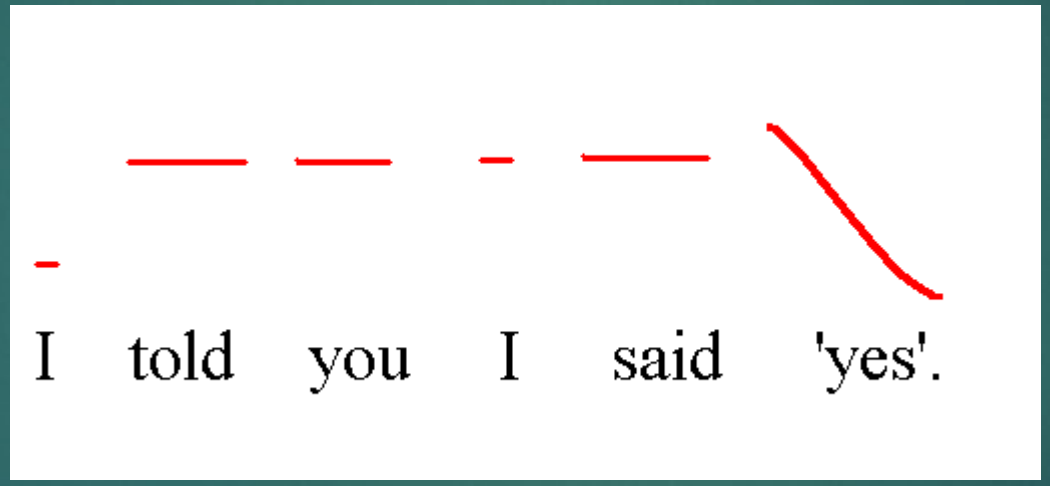
Things become more complicated when we add syllables



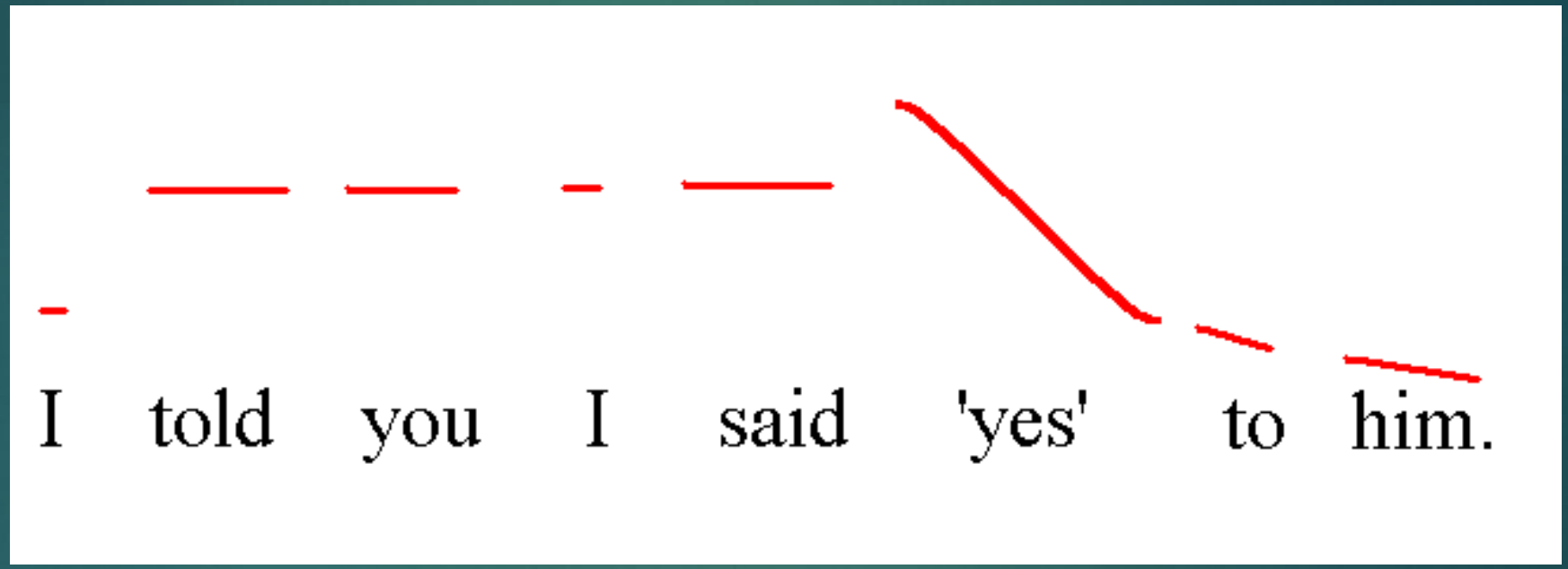
In this case there are no stressed syllables before the tonic: ‘I said’ is the *pre-head*



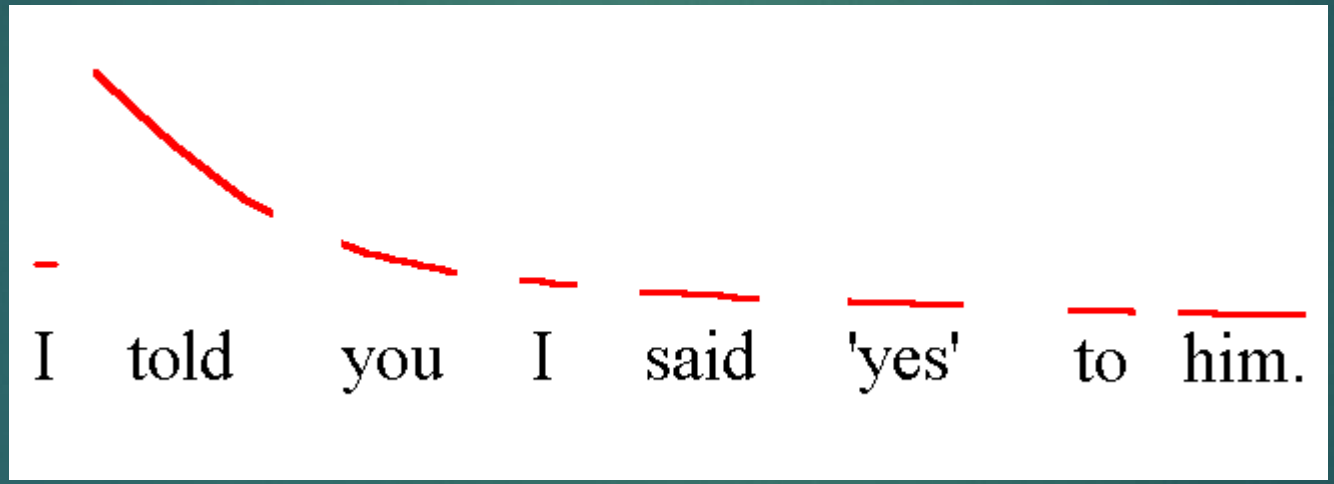
Here we have added a stressed syllable, ‘told’, before the tonic, which is called the *head*. Notice how the intonation rises from the pre-head



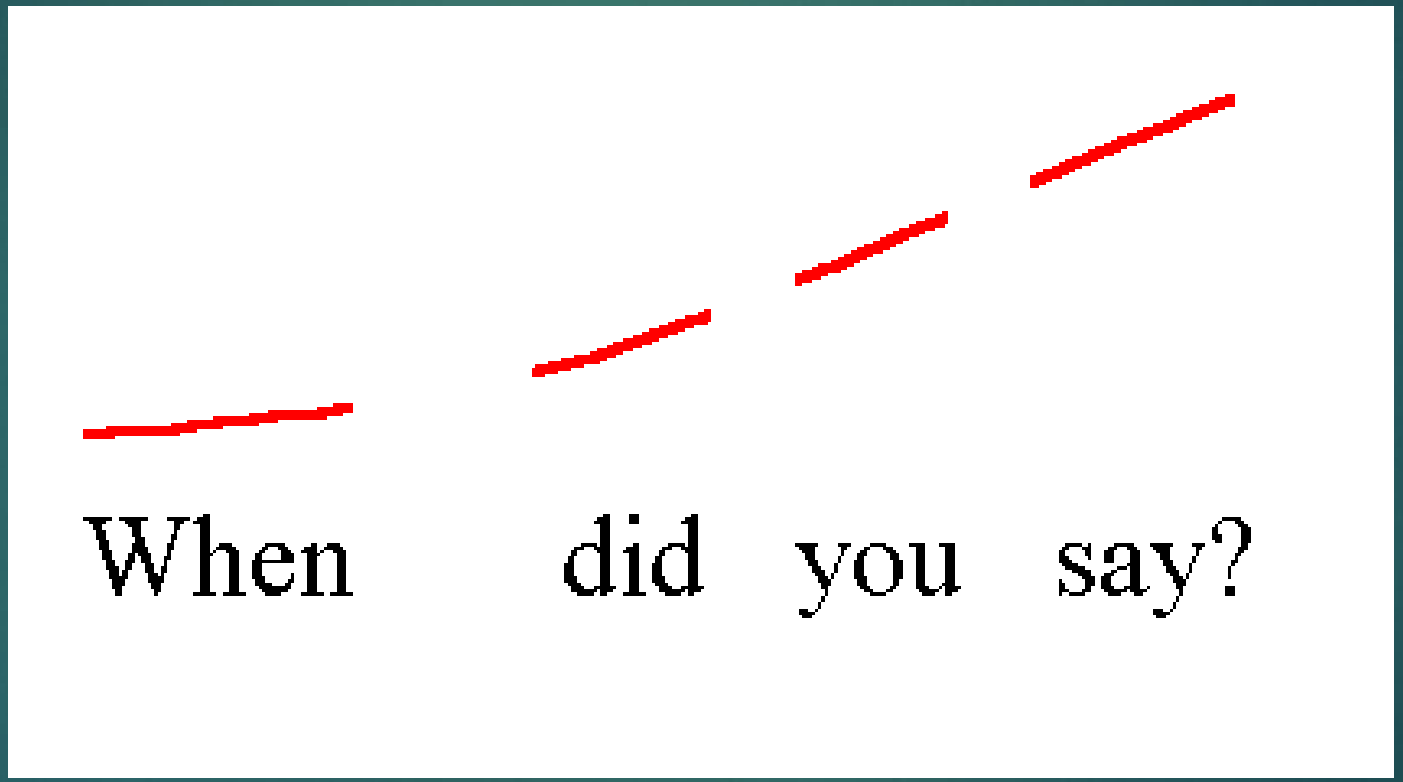
Here we have added syllables after the tonic, this is called the *tail*. Note how it tends to follow the intonation pattern of the tonic.



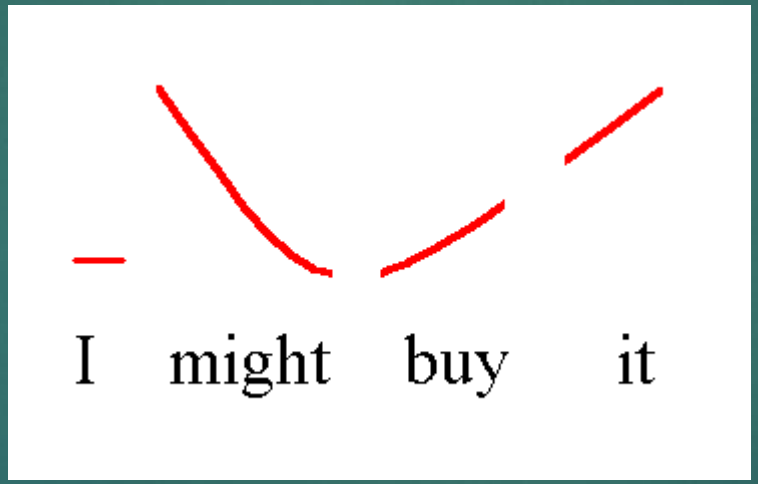
This is obviously not the only possible realisation of this sentence. If we put the main stress on ‘told’, it changes the pattern completely



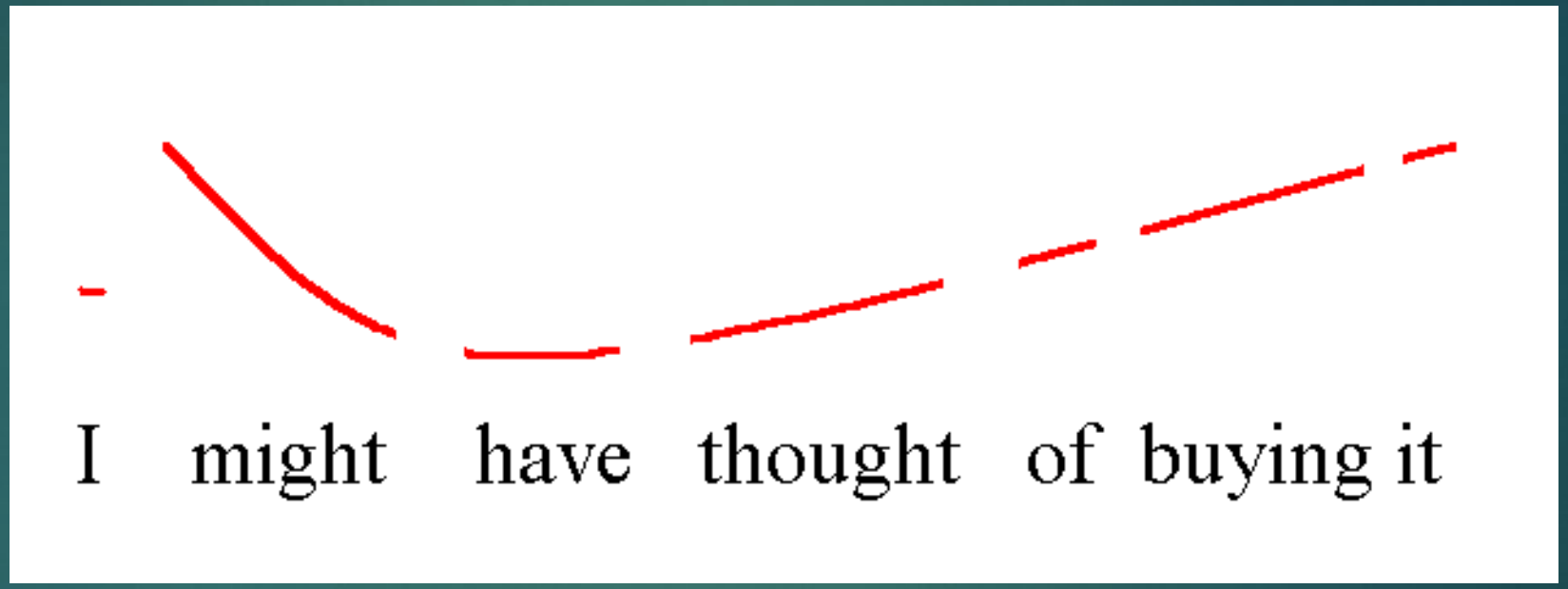
In a similar way a rising tonic syllable will condition its tail: here ‘when’ is the tonic syllable



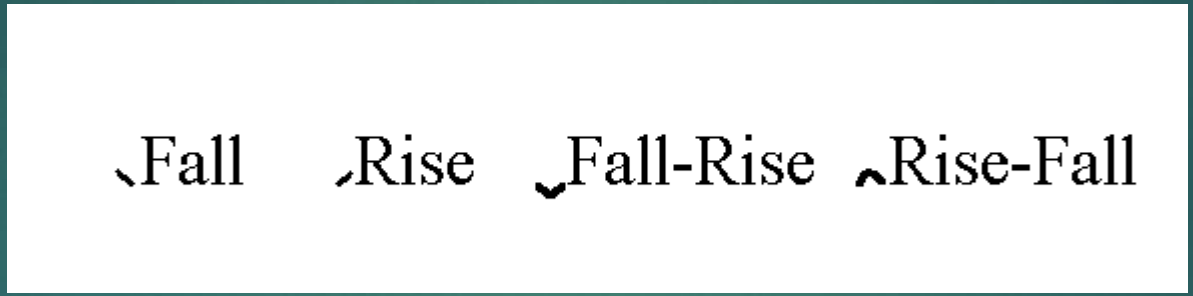
Again when we come to complex tone we find the tail following the tonic syllable: for a fall-rise the fall occurs on the tonic and the rise at the end of the tail



No matter how many syllables there are in the tail, the rise finishes on the last



While diagrams are immediate and clear, a more practical system of symbols has been developed to denote innotation



Stressed syllables in the head are noted with a vertical tick

- I want to ˈgo to the ˈ dentist´s.

Stressed syllables in the tail are noted with a dot

- I want to ˈgo to the ˈdentists to•morrow

•morning

Double vertical lines divide tone units

- I want to ⍰go to the ⍰dentists to•morrow
  •morning Ive got a terrible toothache

Exercises

- Divide the following utterances into tone units and decide where the tonic or nucleus might fall in each tone unit:

1. The first student to finish can go early
2. Sadly, Maurice has gone away
3. The person who was watching me left a ticket behind
4. Alan couldn't make it so Ken took his place

Answers

1. //The first student to finish// can go early//
2. //Sadly// Maurice has gone away//
3. // The person who was watching me //left a ticket behind//
4. //Alan couldn't make it //so Ken took his place//

More exercises

- http://www.englishmedialab.com/pronunciation/upper-intermediate%20intonation%20exercise.htm
- http://www.tolearnenglish.com/exercises/exercise-english-1/exercise-english-674.php
- http://eolf.univ-fcomte.fr/index.php?page=92

Intonation practice

Intonation 1, 2, 3 & 4.

- http://www.youtube.com/watch?v=g2bHdXcszJ4
- http://www.youtube.com/watch?v=Qh6kUsJcu3k
- http://www.youtube.com/watch?v=k80wiT0t2rc&feature=related
- http://www.youtube.com/watch?v=qLGJb63mkyA&feature=channel

Intonation (a bit strong!)

- http://cornwalltube.com/view.php?video=XfwpgMdWkUE&feature=youtube_gdata&title=Intonation

- Practice pitch curves

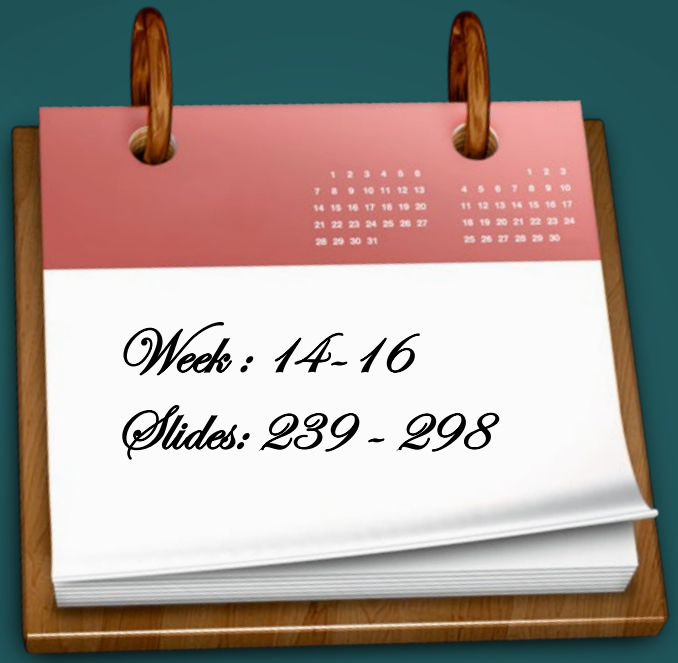
  http://www.llas.ac.uk/materialsbank/mb081/page_21.htm

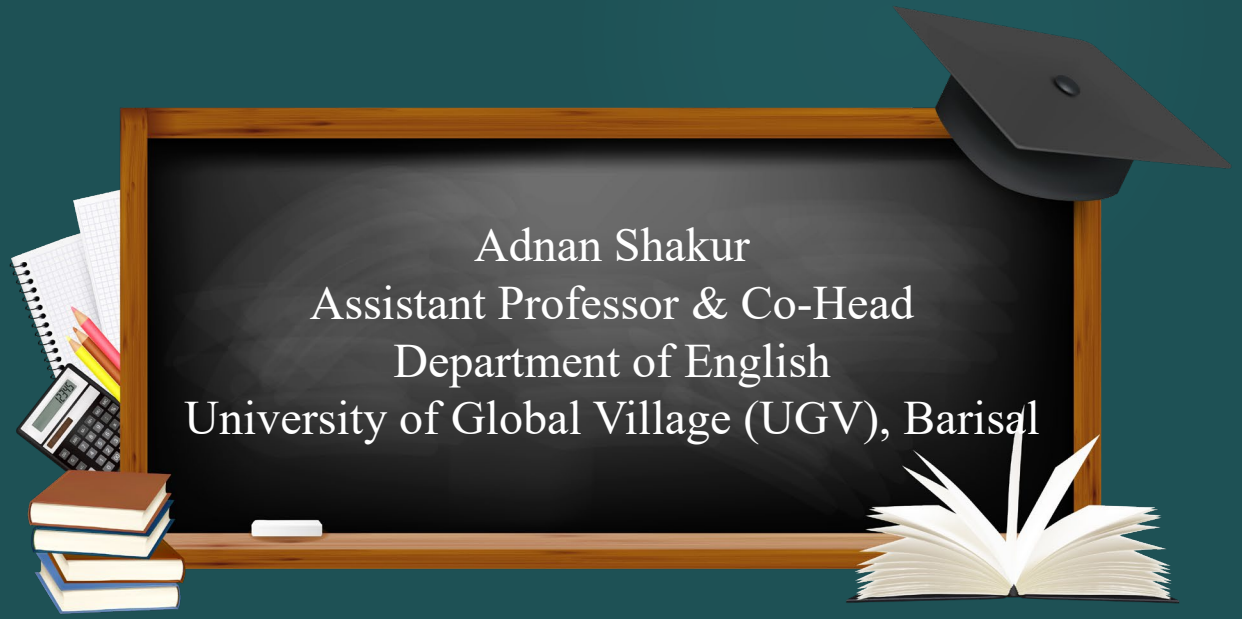
Benjamin Zander, director de la Royal Philarmonic orquesta :

- http://video.google.es/videoplay?docid=-6200291961635473004&hl=es#

Thank you very much for your attention!!!

IPA





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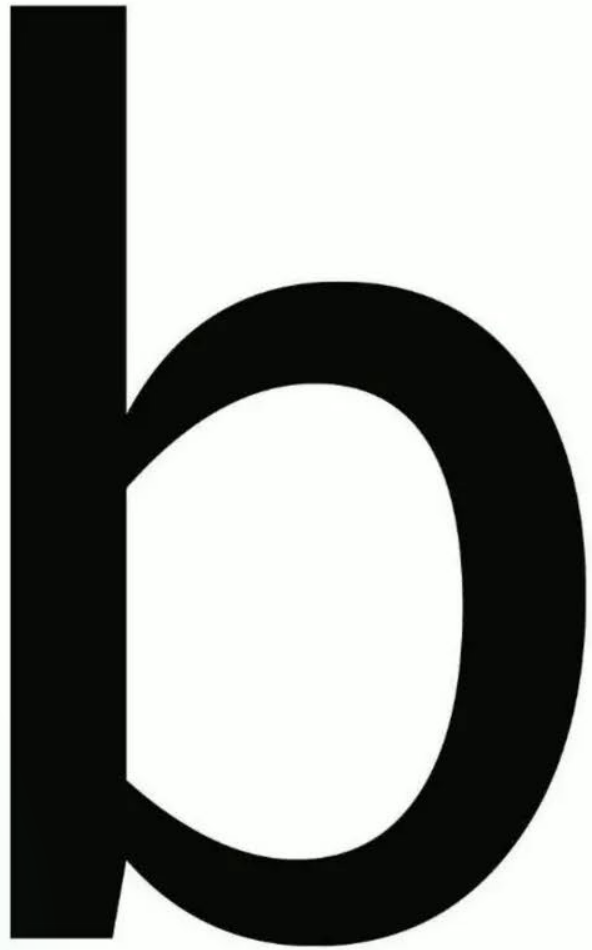
University of Global Village (UGV), Barisal

The International Phonetic Alphabet (IPA) is an alphabetic system of phonetic notation based primarily on the Latin script. It was devised by the International Phonetic Association in the late 19th century as a standardized representation of speech sounds in written form. The IPA is used by lexicographers, foreign language students and teachers, linguists, speech–language pathologists, singers, actors, constructed language creators, and translators.

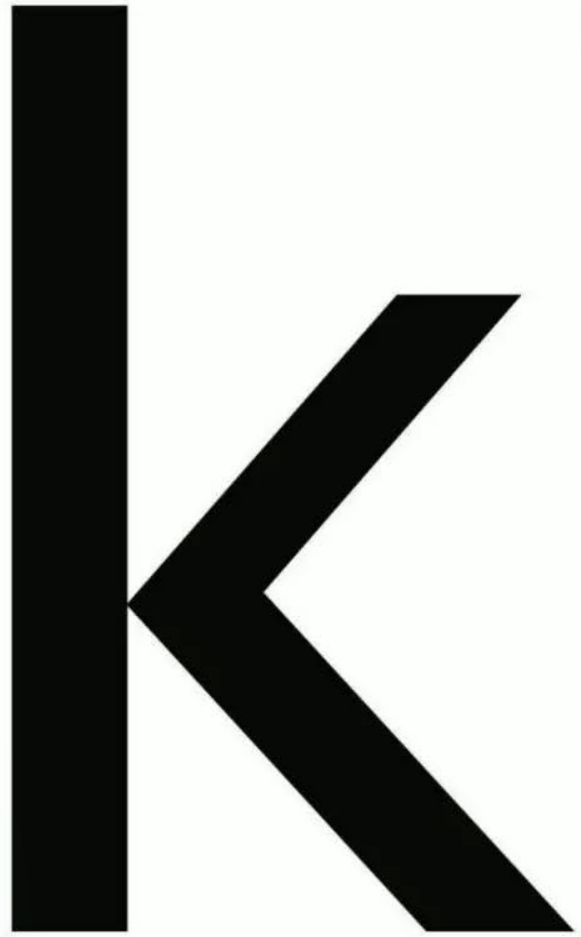
IPA- Consonant Sound Symbols

p

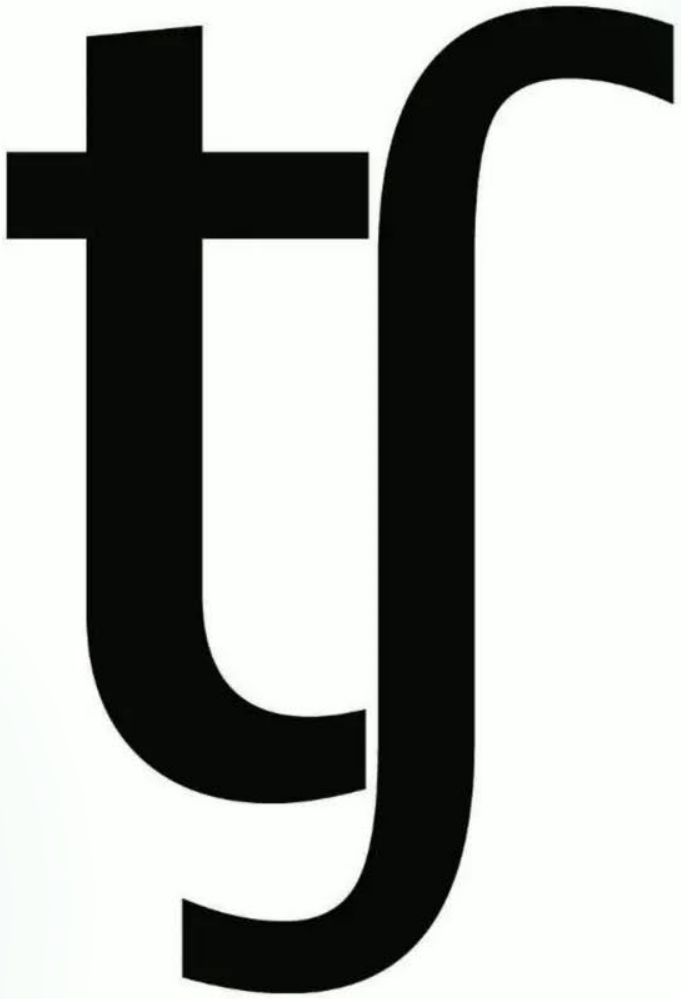


t

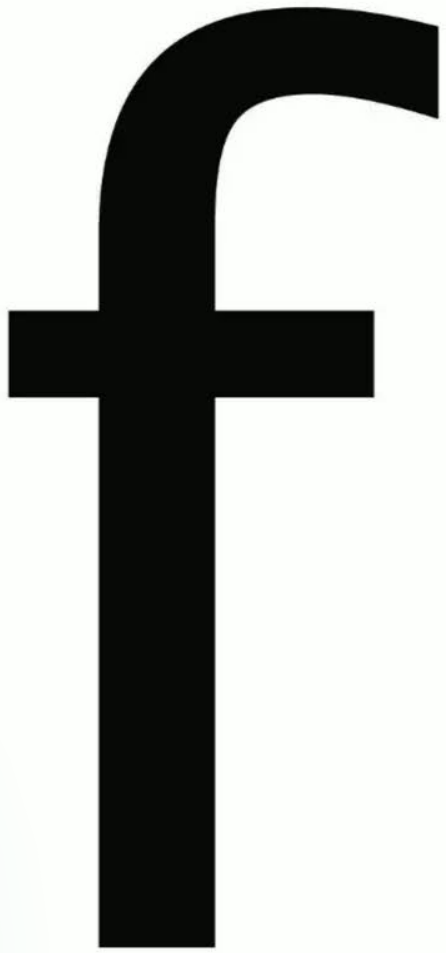
d

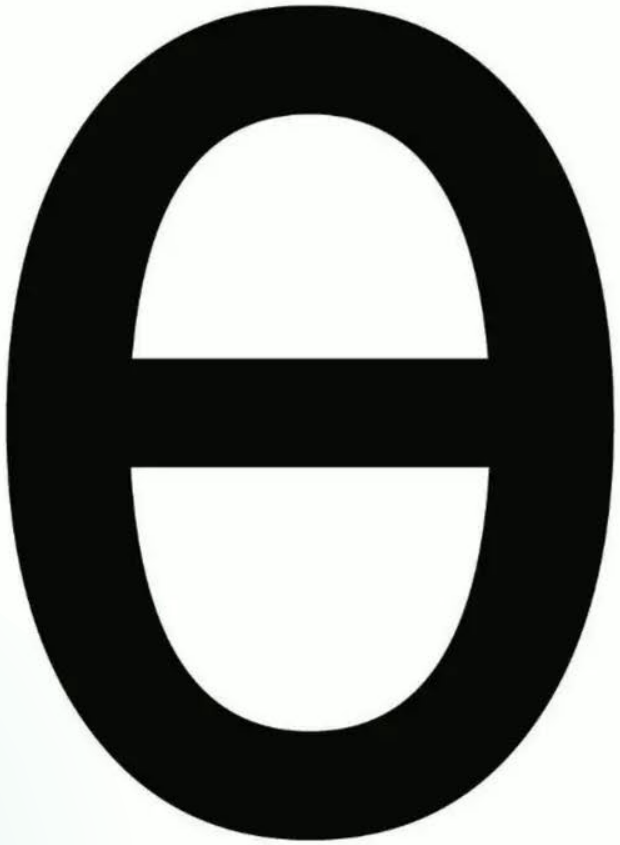


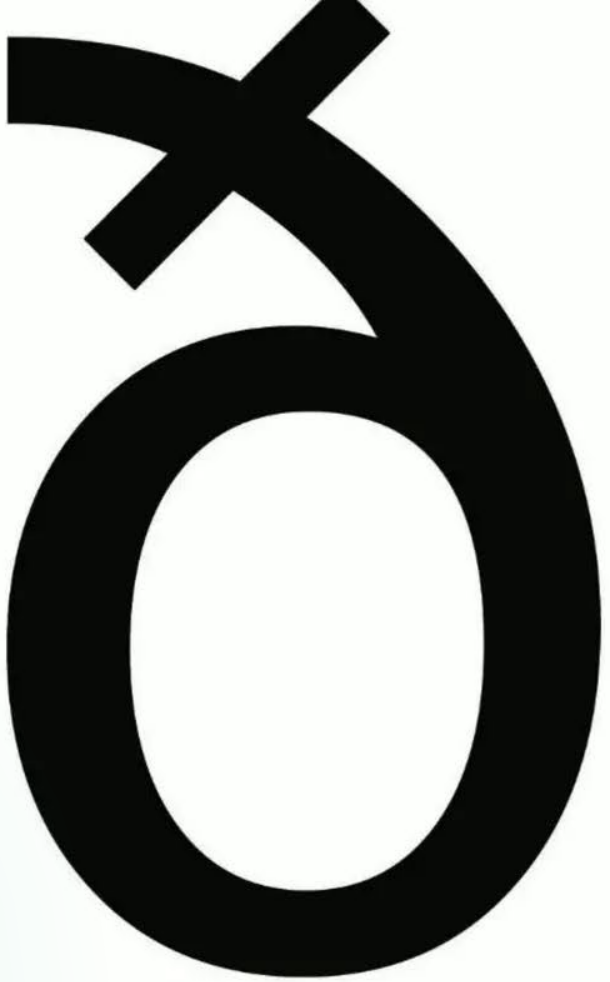
g



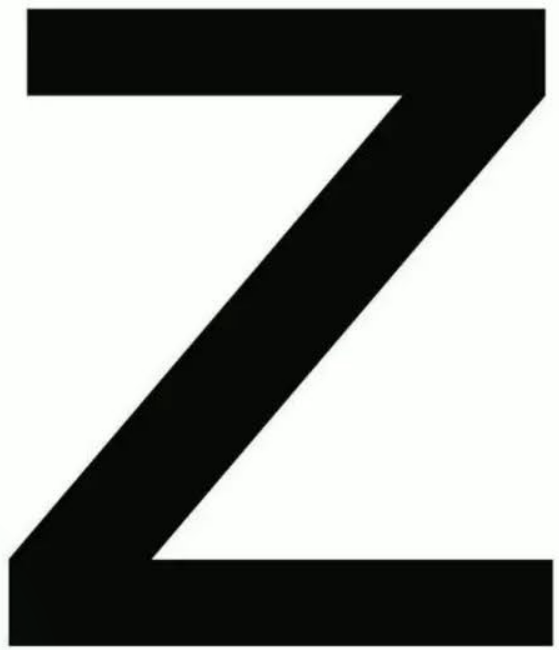
d3

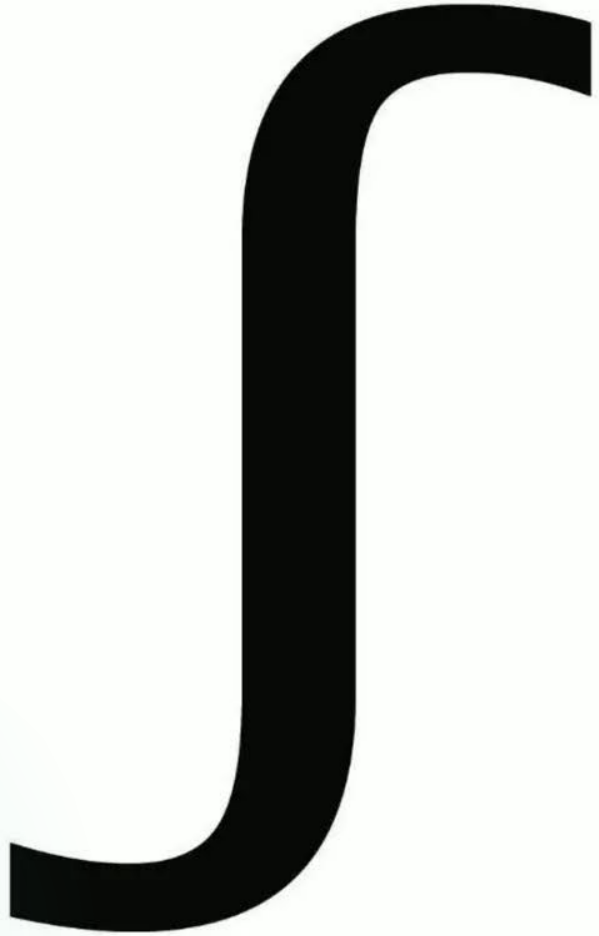






S





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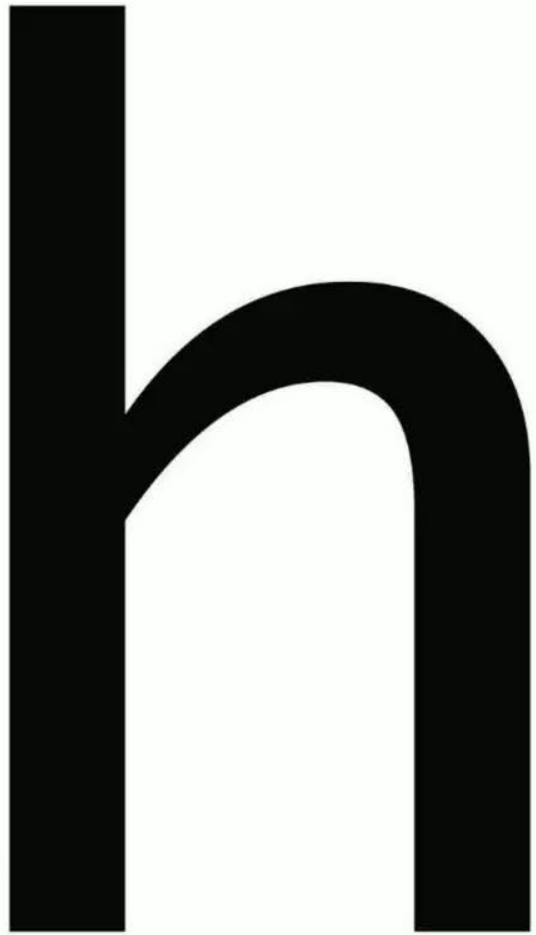
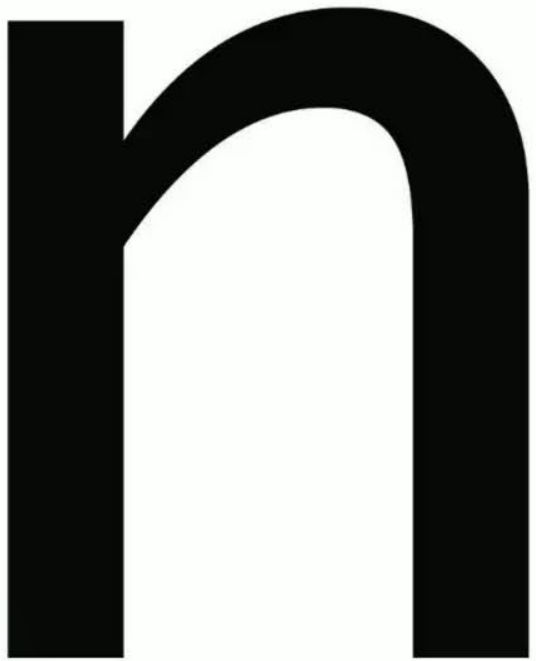




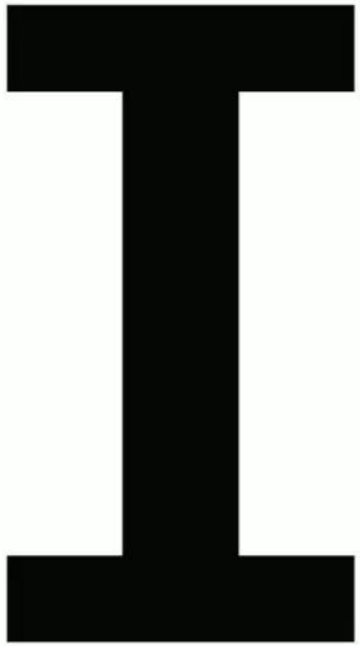
ח

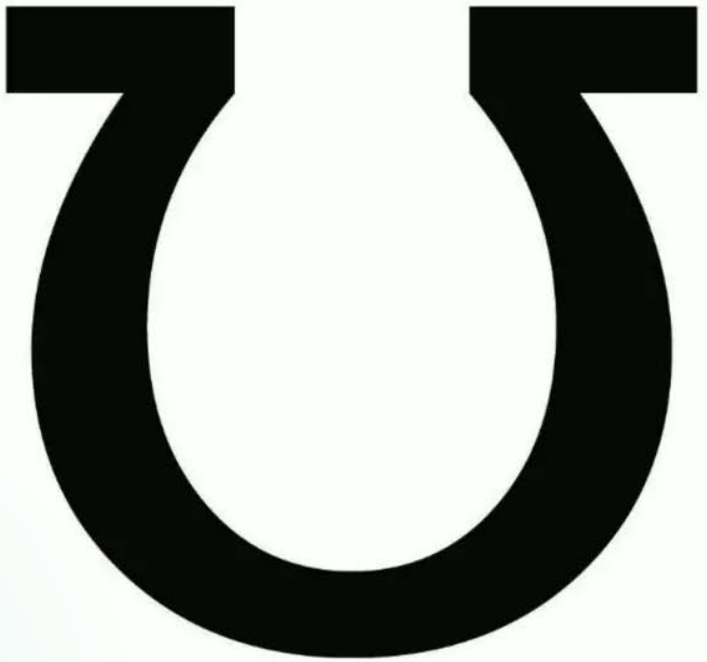
r

j

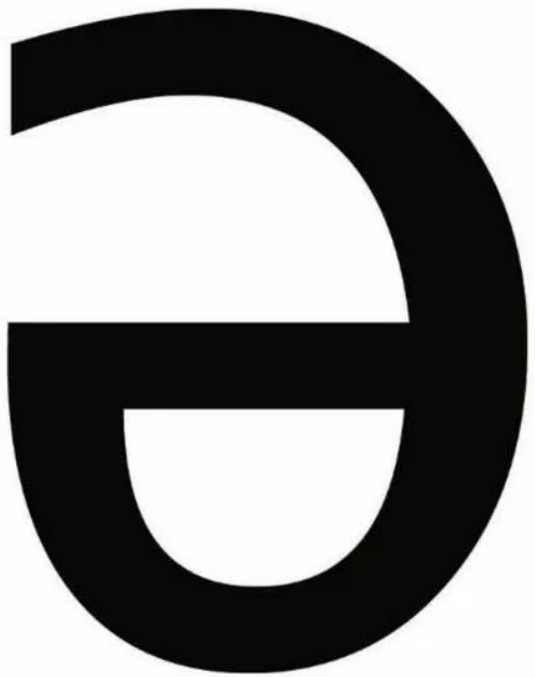
IPA- Vowel Sound Symbols

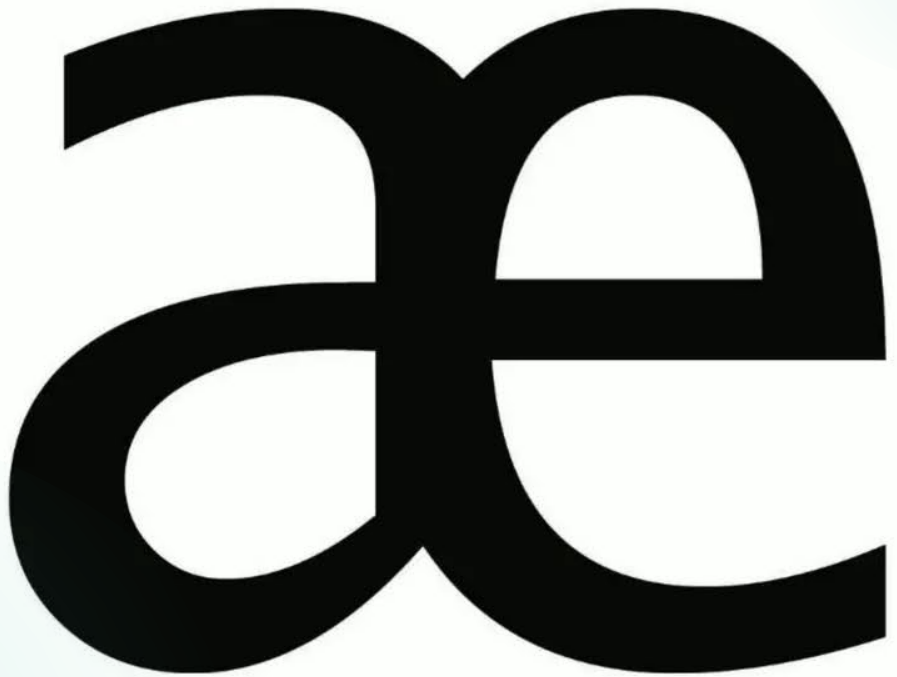
Monothongs (12)

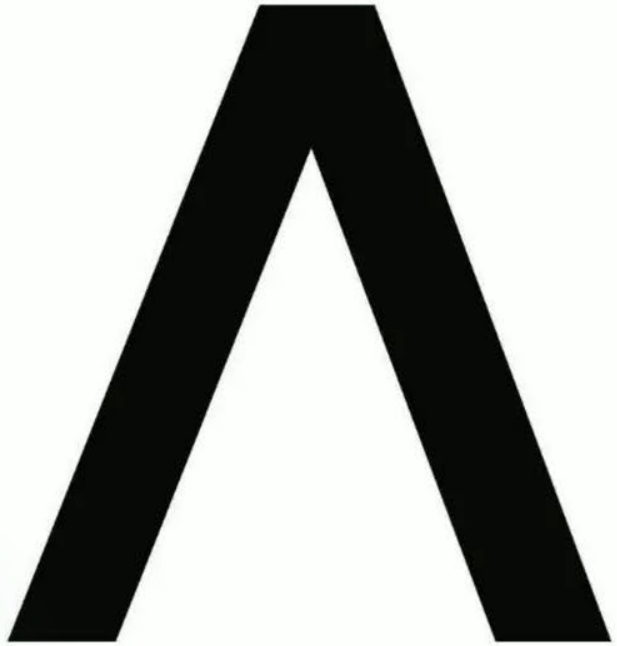


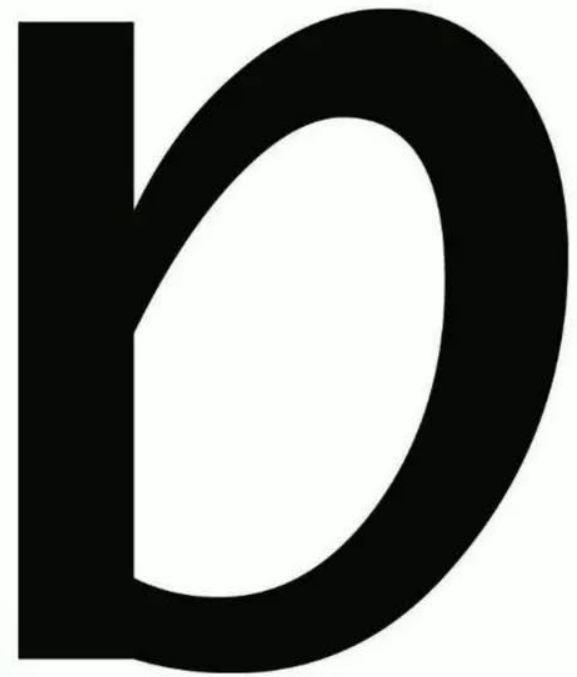


e









IPA- Vowel Sound Symbols

Dipthongs (08)

ei

ชอ

ɐɘ

ei

IC

ai

əʊ

Phonemic Chart

voiced

unvoiced

	monophthongs				diphthongs			
VOWELS	iː sheep	ɪ ship	ʊ good	uː shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜː bird	ɔː door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑː far	ɒ on	eə hair	aɪ my	aʊ cow	
CONSONANTS	p pea	b boat	t tea	d dog	ʧ cheese	ʤ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

g ʊ d

k uː l

s k u

HURT	HEART
/hɜːt/	/hɑːt/

TOMB COMB

/tuːm/ /kəʊm/

COOL WOOL

/kuːl/ /wʊl/

Full Fool Tool Pull

/naʊ/

/haʊ/

Sigh	/saɪ/
Pencil	/ˈpensl/

/truːθ/

/ˈvedʒtəbl/

- /ˈwenzdeɪ/
- /ˈsætədeɪ/
- /ˈbeɪðɪŋ/
- /ˈbɜːθdeɪ/

Phonemic Chart

voiced

unvoiced

	monophthongs				diphthongs			
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	æ cat	ʌ up	ɑː far	ɒ on	eə hair	aɪ my	aʊ cow	
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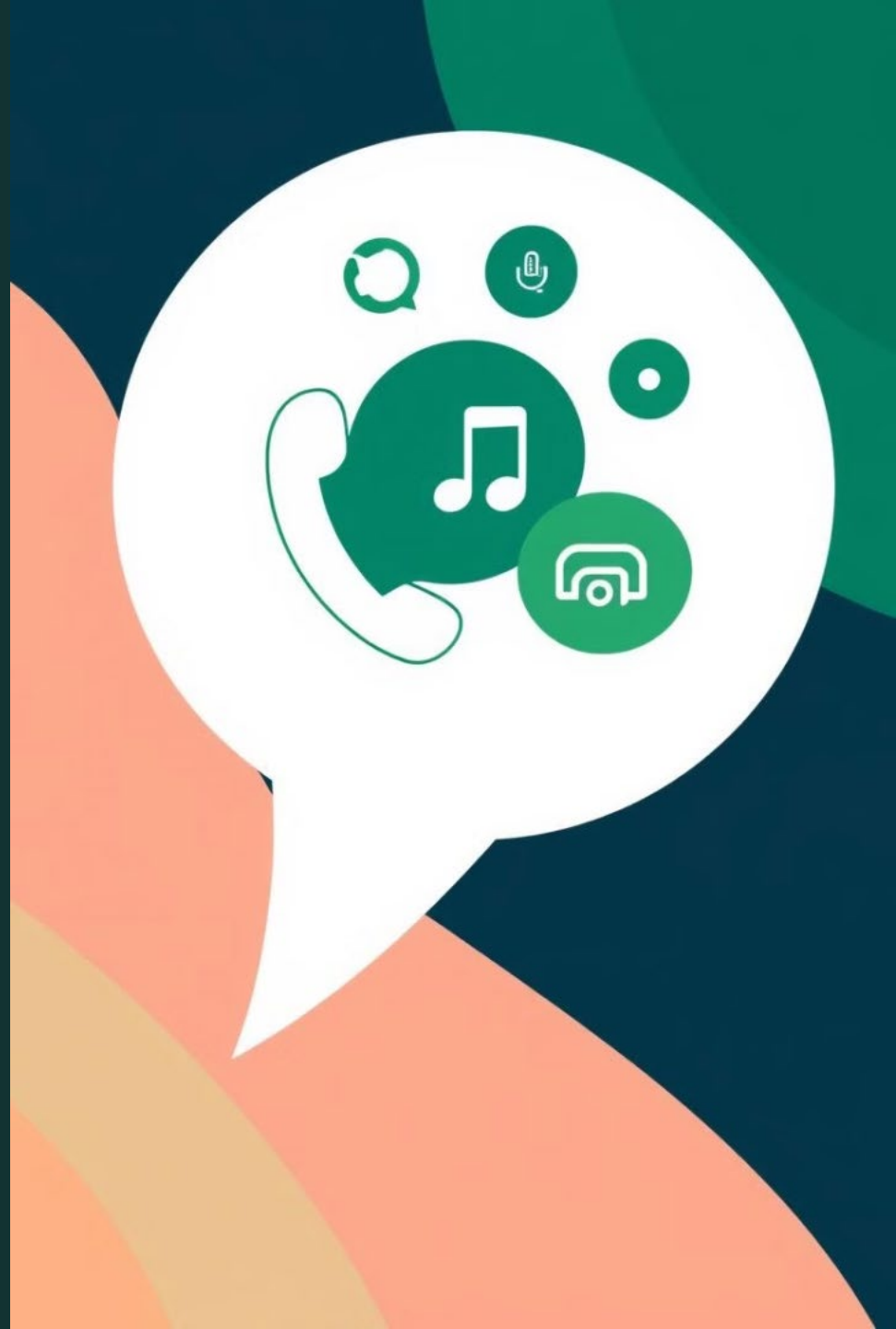
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

IPA Transcription Exercises



Practice with Short Sentences

Sentence 1

The quick brown fox jumps over the lazy dog.

Sentence 2

She sells seashells by the seashore.

Transcribe the Following Text Text into IPA

Example

The cat sat on the mat. /ðə kæt sæt ɒn ðə mæt/

Exercise 1

Peter Piper picked a peck of pickled peppers.

Exercise 2

A big black bug bit a big black bear.

Check Your Answers

Exercise 1

/ˈpiːtə ˈpaɪpə ˈpɪkt ə ˈpɛk əv ˈpɪkəld ˈpɛpərz/

Exercise 2

/ə bɪg blæk bʌg bɪt ə bɪg blæk beər/

Another Sentence for Transcription

The rain in Spain falls mainly on the plain.
/ðə reɪn ɪn speɪn fɔːlz meɪnli ɒn ðə pleɪn/

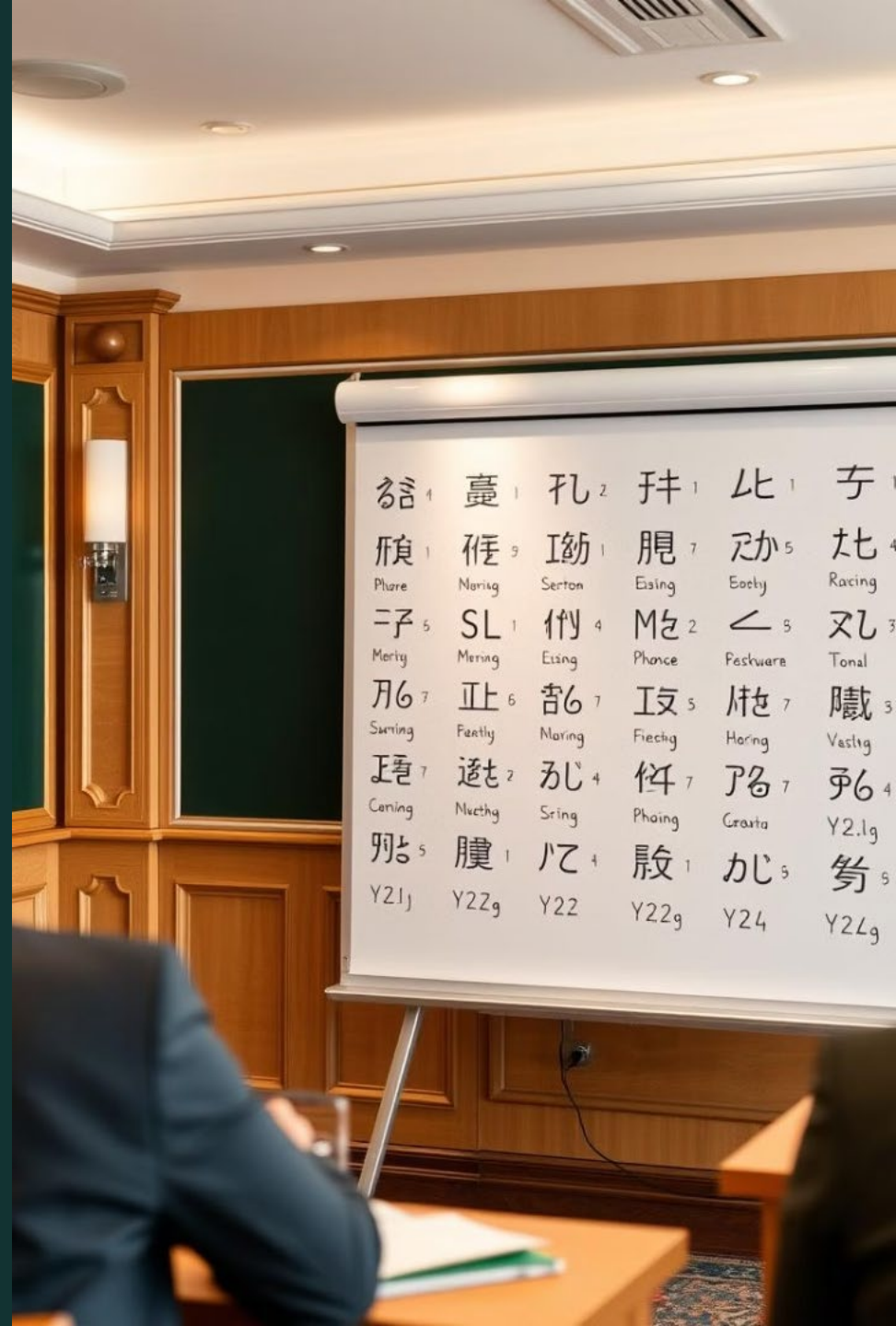
Review the IPA Transcription

The Rain in Spain

/ðə reɪn ɪn speɪn fɔːlz meɪnli ɒn ðə pleɪn/

Questions?

Ask if there are any questions about the transcription.



One More Sentence to Transcribe

1

Passage

The boy with the red hair was very tall.

2

Answer

/ðə bɔɪ wɪð ðə rɛd heər wəz vɛri tɔːl/

Feedback and Discussion

1

Review

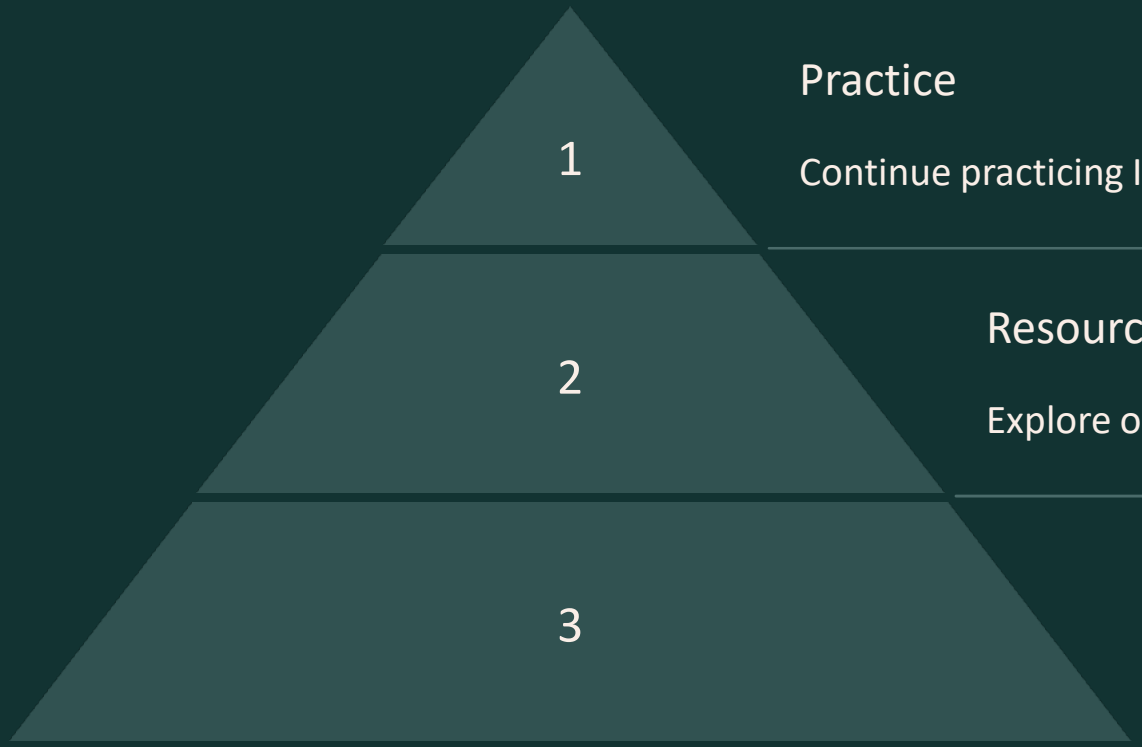
Take a moment to review the answers and ask questions.

2

Share

Share any insights or challenges you encountered.

Key Takeaways and Next Steps



Practice

Continue practicing IPA transcription regularly.

Resources

Explore online resources and apps.

Feedback

Seek feedback from teachers or experts.

Congratulations!
You've Completed the Course on Phonetics and Phonology!

Your dedication and enthusiasm have made this journey in sounds and symbols unforgettable. It was a joy to explore the beauty of human speech with you!

Moving Forward….

- **Apply what you've learned:** Sharpen your pronunciation and enhance communication skills.

- **Explore more:** Dive deeper into dialects, accents, and sociophonetics
- .
- **Stay curious:** The world of sounds is vast and fascinating—never stop learning!

Thank you