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PG DEPARTMENT OF ENGLISH  
STUDY MATERIAL FOR II B.A ENGLISH  
PHONETICS AND SPOKEN ENGLISH  
SEMESTER - III, ACADEMIC YEAR 2020-21**

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**UNIT - I WHAT IS PHONETICS**

**Phonetics Definition:**

Phonetics is a branch of science. It deals with the study of language in one aspect. It deals with sounds. It deals with the production and articulation of speech sounds. The term phonetics is derived from the Greek words “phone” which means “voice” and “phono” which means “I Speak”. In learning and teaching of a foreign language, knowledge of phonetics is very essential for the learner as well as the teacher.

**Phonology Definition:**

Phonology is derived from the Greek word “phone” which means voice, and “logos” which means study. Phonology deals with the study of sounds. Whereas phonetics deals with sound in general, phonology deals with the sounds of a particular language.

**Language Definition:**

Language is made up of sounds, but then these sounds are not chosen at random or in a haphazard manner. It is an organization of sounds. It is an organized pattern. But the pattern or sequence of sounds in one language need not necessarily mean the same thing in another language. Every language has its own sound system and sound patterning.

**The organs of speech**

**What are active and Passive Articulators?**

Of the organs of speech some are mobile and flexible (eg. Tongue, lips). They are called active articulators. Some others do not move but remain rather stationary (eg. Hard palate, teeth ridge etc.). They are called passive articulators. It must be noted that when one of the active articulators touches the passive articulator, sound is produced. The place of such a contact is called place of articulation or point of articulation.

**Describe the organs of speech with suitable diagrams.**

The speech sounds are produced with the help of certain organs like tongue, the nose, the lips, the teeth etc. Since these organs are helpful in producing speech sounds they are called the organs of speech.

**VOCAL CORDS:**

The vocal cords are small folds of elastic tissues present in the larynx, commonly known as Adam’s apple or sound box. They can be kept apart or held together. When they are kept apart, there is an opening created. This position is known as glottis open. This is the position for our normal breathing. Certain sounds are produced when the vocal cords are held apart. Such sounds are called voiceless or breathless sounds (P, t, k, etc.). Some other sounds are produced when the vocal cords are held together. This position is known as glottis closed. While air coming from the lungs, forces its way through the glottis, it causes some vibration. This vibration or buzzing sound is known as voice.

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Sounds that are produced when the vocal cords are brought together are called voiced

The following diagram illustrates the various positions of the vocal cords:

**The Vocal Cords and their position**

A sound may be voiced or voiceless. This can be felt by placing the finger on the Adam’s apple while pronouncing a sound. Another test is to close the ears and see whether a buzzing sound – ssss and then another series of z sound – zzzzz is heard. The former will give a hissing sound that is voiceless and the latter a buzzing sound that is voiced. In English, all vowels and nasals are voiced. Of the consonants some are voiced and some are not.



vocal cords in open position



vocal cords in closed position

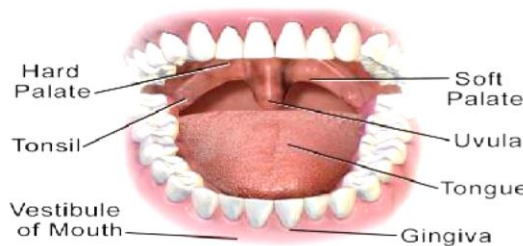


vocal cords attempting closed position (with one sided palsy)

**Palate:**

This is the curved, bony, arch-like structure forming the upper part of the mouth. This is also known as the roof of the mouth.

The palate is divided into two parts, namely hard palate and soft palate. The hard palate is immovable. But the soft palate (also known as velum) is mobile. It can be raised or lowered. It acts as a valve in closing and opening the nasal passage of air.

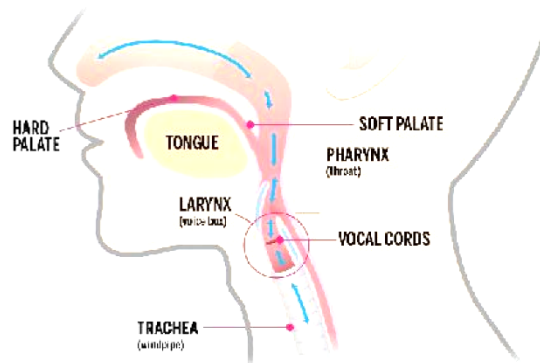


**Mouth**

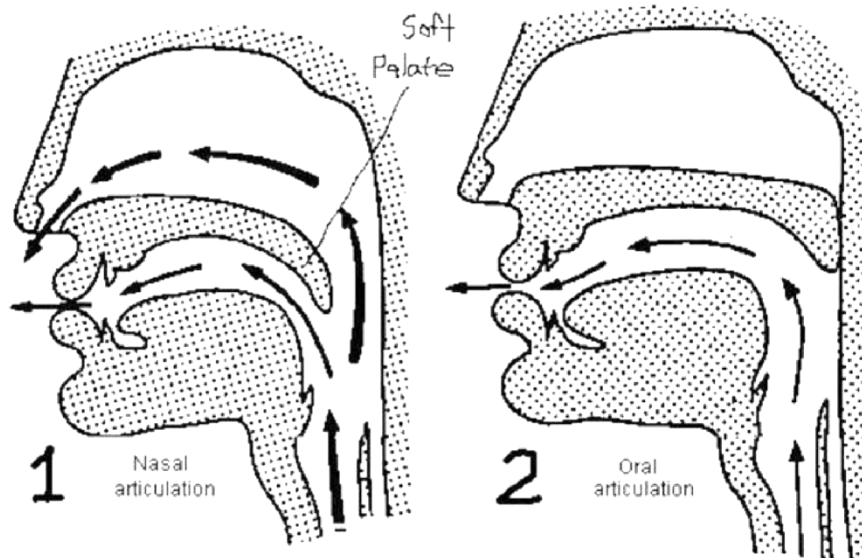
sounds eg /s/, /z/, /v/, /i:/ etc., as in zoo, vine, easy.

When the soft palate is raised, it blocks the nasal passage and the air coming from the lungs through the wind pipe, freely enters the oral passage. Sounds that are produced during this time are called oral sounds. When the soft palette is lowered, it allows the air to pass through the nasal passage also. If we close our lips at this time, the oral passage (also known as vocal tract) is closed.

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During this time, the nasal sounds like /m/, /n/, /ŋ/ as in mum, nun, king are produced. This is the position for humming and breathing. Sometimes, the soft palate is lowered so as to allow the air to escape through the nose and the mouth. Then nasalized vowels are heard in French words enfant /ɑ̃fɑ̃/, bon /bɑ̃/ are produced.



The position of soft palette

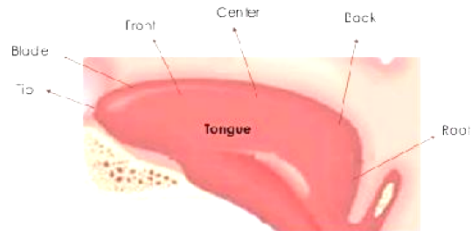
### Tongue

The tongue is the most mobile of the organs of speech. It can move forwards, backwards, upwards, and sideways within the mouth. It can be made to touch any part of the mouth. During the production of vowels, the tongue plays a vital role. It is raised towards the palate or lowered but it does not touch any part within the mouth. If it touches or rubs against any part within the mouth, then

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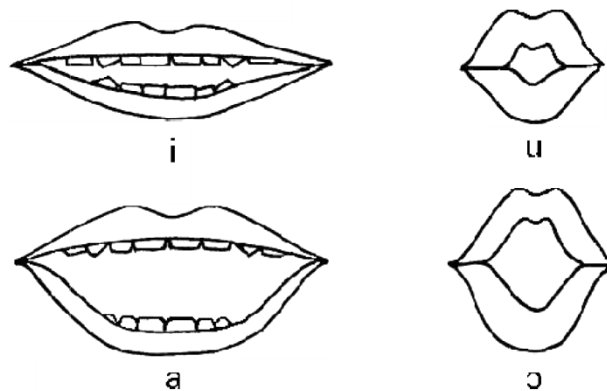
the sound produced will no more be a vowel but a consonant. The following diagram shows the various parts of the tongue involved in the production of sounds.

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The parts of the tongue

The lips also play an important role in the production of speech sounds. It is the lips that determine the quality of the vowels. The quality of the vowels changes according to the various positions the lips take. The lips are spread, when we pronounce sounds like i: as in bee or neutral as in pen or open rounded as in pot or close rounded as in pool. The following figures show the various position of lips.



The positions of lips

- Spread
- Neutral
- open rounded
- Close rounded

Consonants that are produced with the help of the lips are called bilabials.

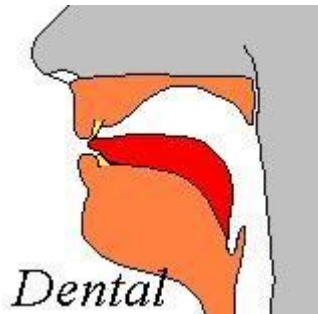
## Lips

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**i  
a  
ē-  
u**

### **Teeth**

Some sounds are produced with the help of the teeth. For instance, the blade of the tongue makes a light contact with the inner surface of the upper incisors for producing sounds as heard in thanks and father. Such sounds are called dentals.



### **Teeth Ridge**

### **Vowels and its Classification**

The five letters a, e, i, o, u are the vowel letters and we get 20 vowel sounds from these 5 vowel letters.

These 20 vowels are further divided in two parts

1. Monophthongs (12)
2. Diphthongs (8)

12 monophthongs and 8 diphthongs are 20 vowel sounds. 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) and short vowels (7). These are the symbols for long vowels with various examples to understand their pronunciation.

/a:/ Palm/pa:m/,Calm/ka:m/,Cart/ka:t/

/u:/ Cool/ku:l/,Fool/fu:l/,Food/fu:d/

/ɔ:/ Cause/kɔ:z/,Call/kɔ:l/,all/ɔ:l/

/i:/ Read/ri:d/,Seat/si:t/,Wheat/wi:t/

/ɜ:/ Earn/ɜ:n/,Learn/lɜ:n/,Turn/tɜ:n/

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

**Short Vowels:**

These vowels are not pronounced 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.

- / 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/

Monophthongs are further classified as Front Vowels, Back Vowels and Central vowels.

**Front Vowels**

Organs of Speech	The Sounds Produced	Sounds in words
Lips	Labials p b w m	Pen, baby, win, mum
Lips and teeth	Labio-dentals f, v	Fan, van
Teeth	Dentals- θ, ð	Thanks, mother
	Alveolarss, z, t, d	Sea, zoo, ten, den
Palate	Palatals ʃ, ʒ, j	Shoe, measure, yes
Palate and alveolar	Palate-alveolar ʧ, ʤ	Church, judge
Glottis	Glottal h	Honey, hen
Nose	Nasals m, n, ŋ	Mum, nun, sing,
Velum	Velar k, g	Cake, game

Symbols                      Examples  
i:              Feel I Fill



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e	Set
æ	Sat

**Back Vowels**

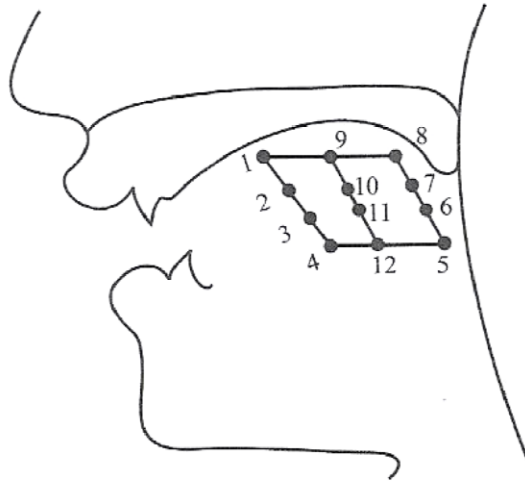
Symbols	Examples
a:	Car
ɒ	Pot
ɔ:	Caught
ʊ	Put
u:	Pool

**Central Vowels**

Symbols	Examples
ʌ	Cut
ɜ:	Bird
ə	ago

Each sound is different from the other. Hence an attempt to sub-classify the vowels is evident. To describe a vowel three criteria are taken into account. They are called

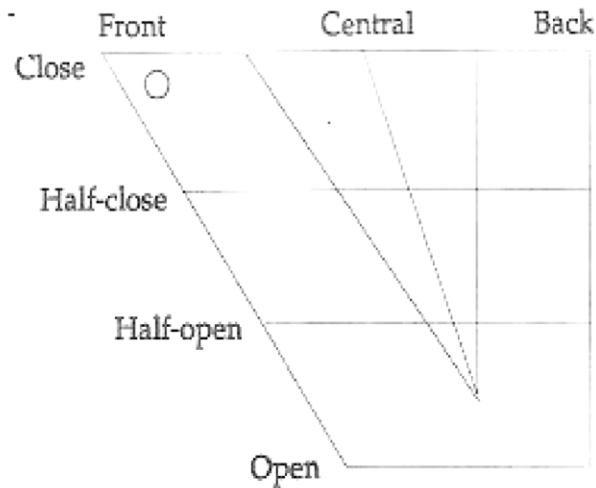
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The regularized diagram of the vowel area in our mouth.

**Front Vowels**

/i:/ as in feel



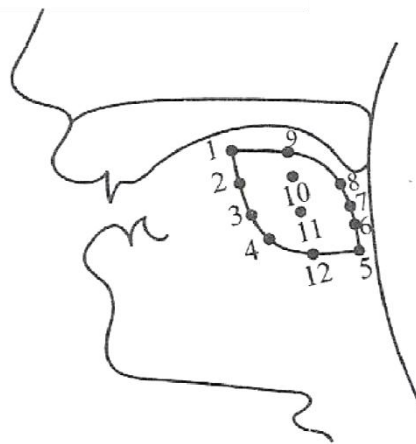
In the articulation of the vowel the front of the tongue is raised in the direction of the hard palate to an almost close position. The lips are spread. The tongue is tense. The vowel is comparatively long. It may be described as a **FRONT CLOSE UNROUNDED** vowel. as three term label.

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/i:/ occurs initially, medially and finally as in eat /i:t/, mea

1. Part of the tongue used during articulation
2. Height of the tongue during articulation
3. Position of lips during articulation

When vowel sounds are articulated the tongue remains in a particular position. The joining lines give a rather funny shape. This figure indicates the vowel area in the mouth. When vowel sounds are articulated for any language, the tongue (front, centre, back) should fall somewhere within this area.



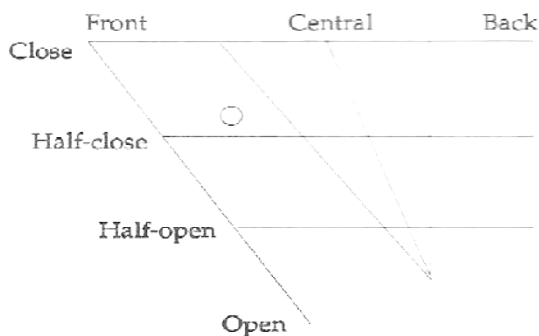
The vowel area in the mouth

It is obvious that this figure (lines joining the twelve different tongue position) has a peculiar shape and is therefore a bit difficult to draw for teaching purposes. Hence, phoneticians have made it look a bit more regular.

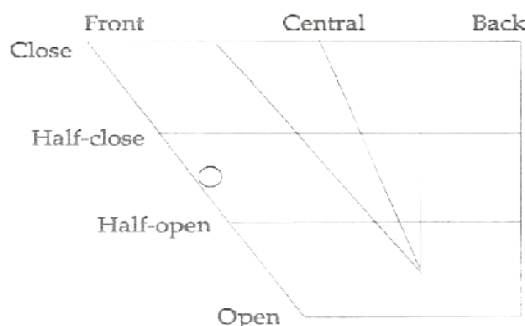
t /mi:t/ , and tea /ti:/

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**Fill - fill**

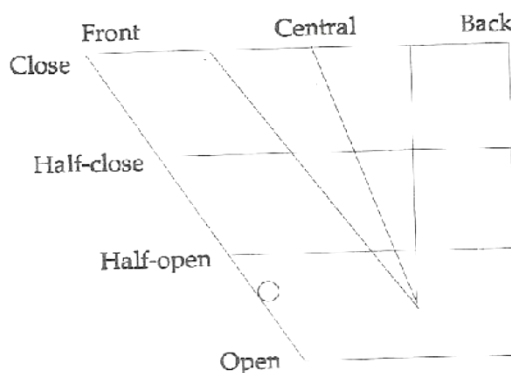


During the articulation of this vowel the hinder part of the front of the tongue is raised in the direction of the hard palate, to a position between close and half close. The lips are loosely spread. The vowel /ɪ/ can thus be described as a **FRONT UNROUNDED VOWEL BETWEEN CLOSE AND HALF-CLOSE**. /ɪ/ can occur initially, medially, and finally as in it /It/, sit - /sɪt/, city /sɪtɪ/



During the articulation of this RP vowel the front of the tongue is raised in the direction of the hard palate to a position between half-close and half-open. The lips are loosely spread or neutral. RP /e/ can therefore be described as a **FRONT UNROUNDED VOWEL BETWEEN HALF CLOSE AND HALF OPEN**. The vowel /e/ occurs initially, and medially, as in ate - /et/ , bet - /bet/. It does not occur finally.

Sat - sæt

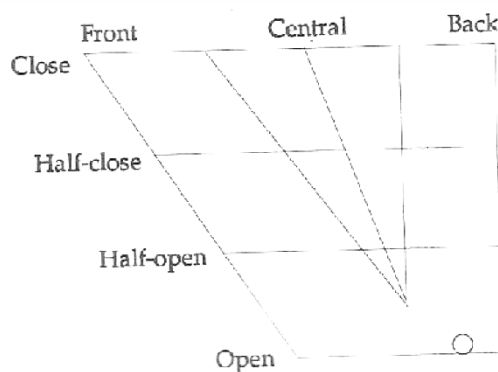


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During the articulation of this RP vowel the front of the tongue is raised to a position slightly below half-open. The lips are neutral. RP / æ / can therefore be described as a **FRONT UNROUNDED VOWEL JUST BELOW HALF OPEN** position. The vowel /æ / occurs initially, and medially, as in *ass* /æs/, *man* - /mæn/. It does not occur finally in a word.

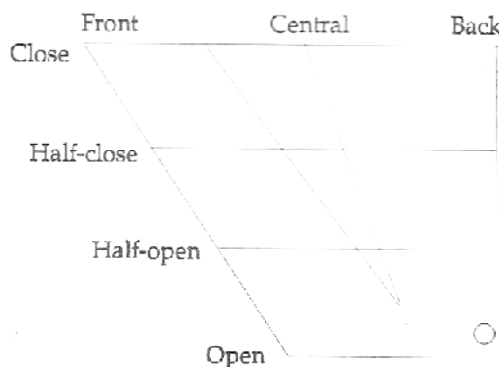
**Backvowels:**

a:



During the articulation of RP / a: / the back of the tongue is in the fully open position. The lips are neutral. RP / a: / is thus a **BACK OPEN UNROUNDED VOWEL**. The vowel /a: / occurs initially, medially, and finally as in *art* / a:t /, *heart* /ha:t /, *far* / fa: /.

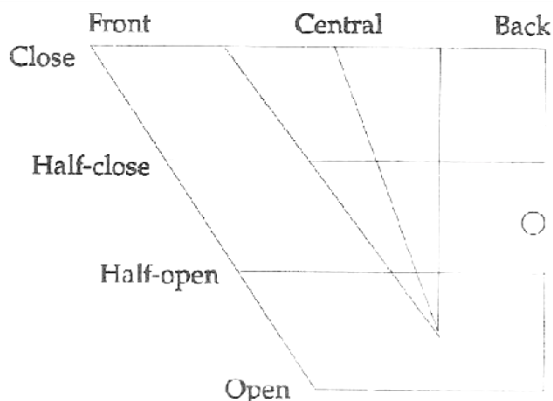
Pot - pɒt



During the articulation of RP / ɒ / the back of the tongue is raised in the direction of the soft palate, to a height and it is in the fully open position. The lips are rounded. RP / ɒ / is thus a **BACK OPEN ROUNDED VOWEL**. The vowel / ɒ / occurs initially, and medially, as in *on* /ɒn /, *what* /wɒt /.

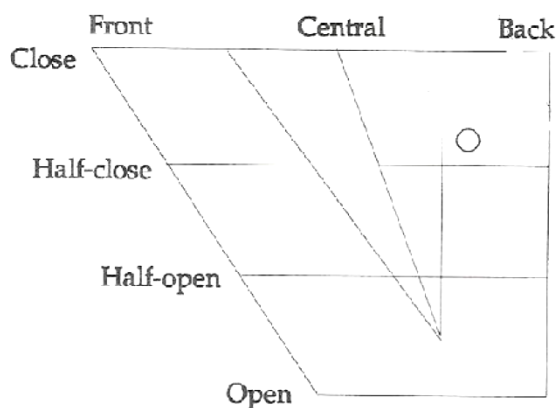
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Caught - kɔ:t



During the articulation of RP /ɔ:/ the back of the tongue is raised in the direction of the soft palate, to a height between half-close and half – open position. The lips are rounded.. It is a long vowel. RP /ɔ:/ is thus a BACK ROUNDED VOWEL BETWEEN HALF-CLOSE AND HALF – OPEN . The vowel /ɔ:/ occurs initially, medially, and finally as in order /ɔ:də/, bought /bɔ:t/, law /lɔ:/.

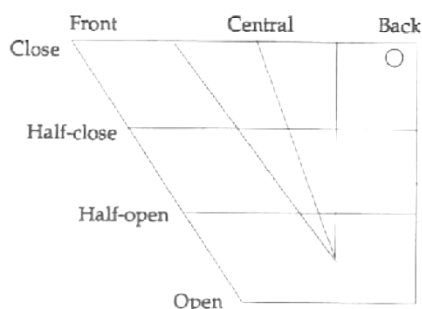
Put – pʊt



During the articulation of RP /ʊ/ the back of the tongue is raised to a position palate, between close and half – close position. The lips are loosely rounded. RP /ʊ/ is thus a BACK ROUNDED VOWEL BETWEEN CLOSE AND HALF – CLOSE. The vowel /ʊ/ does not occur initially. It occurs medially as in look /lʊk/, and in the final position it occurs in the weak forms of words like to /tʊ/, do /dʊ/ you /jʊ/.

Pool – pʊ:l

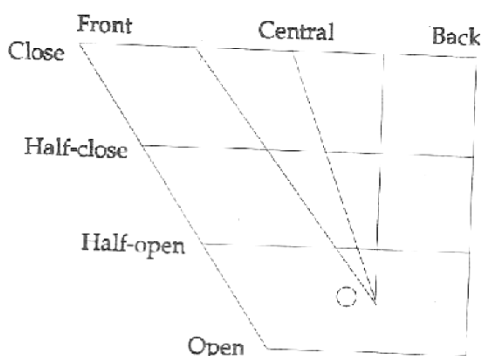
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During the articulation of RP / **u:** / the back of the tongue is raised in the direction of the soft palate, almost to a close position. The lips are closely rounded. RP / **u:** / is thus a BACK CLOSE ROUNDED VOWEL. It occurs initially, medially, and finally as in Ooze / **u:z** , stool / **stʊ:l** / .

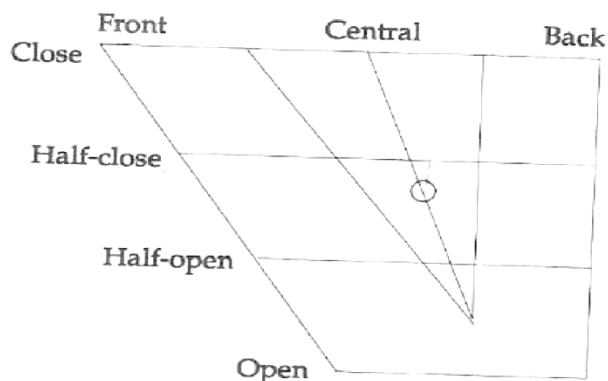
**Central vowels**

Cut - **kʌt**



During the articulation of RP / **ʌ** / the centre of the tongue is raised to a position between open and half – open position. The lips are neutral. RP / **ʌ** / is thus a CENTRAL UNROUNDED VOWEL BETWEEN OPEN AND HALF – OPEN . It occurs initially and medially as in up / **ʌp** / , and but / **bʌt** / . But does not occur finally.

Bird - **bɜ:d**

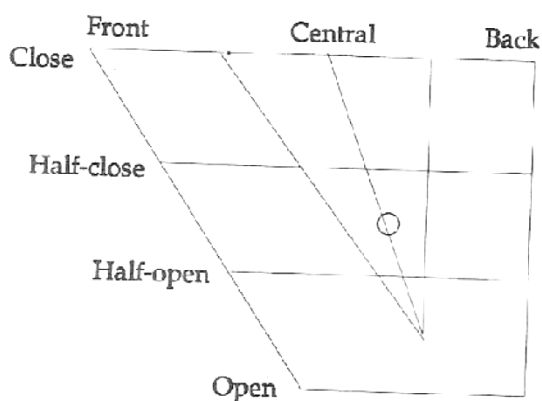


During the articulation of RP / **ɜ:** / the centre of the tongue is raised in the direction of the roof of the mouth where the hard palate and soft palates meet to a position between half close and half –

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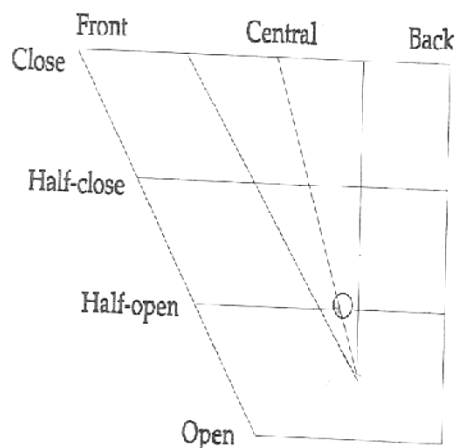
open position. The lips are neutral. It is a long vowel. RP / ɜ: / is thus a CENTRAL UNROUNDED VOWEL BETWEEN HALF CLOSE AND HALF – OPEN . It occurs initially, medially and finally as in earth /ɜ:θ / , turn /tɜ:n / fur /fɜ: / .

Ago - ə



During the articulation of RP / ə / the centre of the tongue is raised to a position between half close and half – open position. The lips are neutral. RP / ə / in the non-final position is thus a CENTRAL UNROUNDED VOWEL BETWEEN HALF CLOSE AND HALF – OPEN.

**Final position**



If the vowel occurs in the word-final position, the centre of the tongue is raised to the half-open position. The lips are neutral. Final/ ə / , is thus a CENTRAL HALF-OPEN UNROUNDED VOWEL. The / ə / occurs initially, medially, and finally as in the first syllable of aloud / əlaʊd / , the second syllable of purpose / p ɜ:pəs / , the last syllable of murder / mɜ:də / .

In RP /ə / is a very frequently occurring vowel, but it occurs only in unstressed syllables.

**Diphthongs**



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**Diphthongs (Vowel Glides)**

**Closing**

**Diphthongs** eɪ Play aɪ Fly

əʊ Go

aʊ Now ɔɪ Boil

**Centering Diphthongs**

Fear

Fare

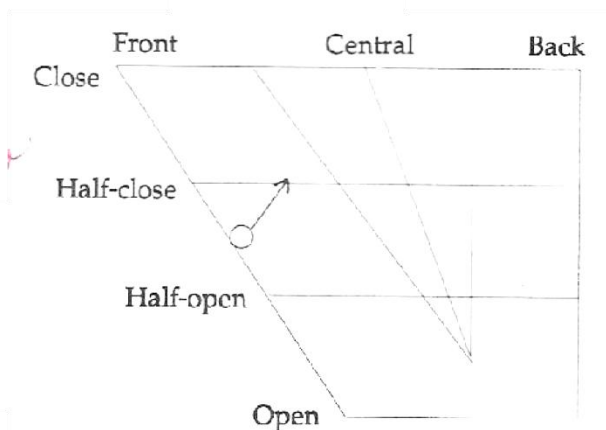
poor

Three term label of Diphthongs are as below:

- The starting point and the direction in which the vowel - glide takes place and
- The distribution of each diphthong in terms of occurrence (initial, medial and final) Closing Diphthongs

1. / eɪ / as in Play

The starting point of the diphthong is indicated by a circle and the arrow indicates the direction in which the glide takes place. This convention is followed for plotting diphthongs on the vowel diagram.



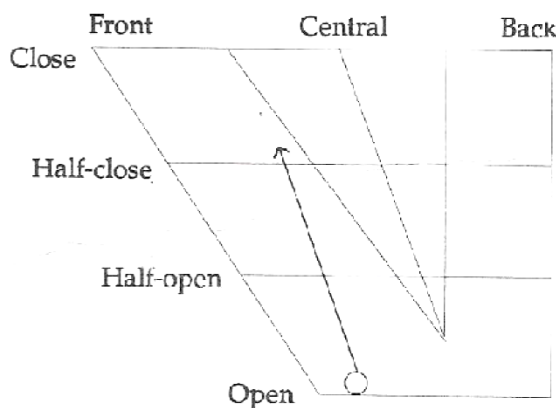
The RP diphthong / eɪ / begins just below the FRONT HALF-CLOSE UNROUNDED position and moves in the direction of RP / eɪ / which is a centralised front UNROUNDED VOWEL JUST ABOVE THE HALF-CLOSE POSITION. The diphthong / eɪ / occurs initially, medially, and finally as in aim / eɪm /, Game / g eɪm / and day / d eɪ /

ɪə eə

ʊə

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2. aɪ as in fly / flai /

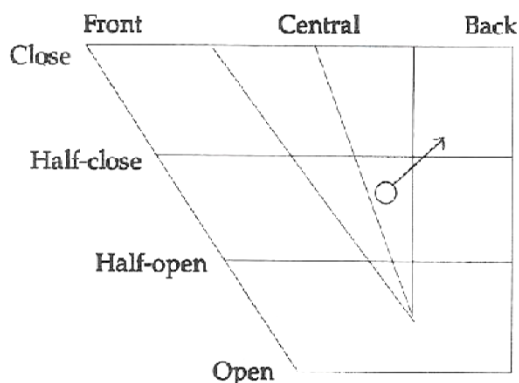


Tongue position of RP / aɪ /

**Articulation:** During the articulation of the diphthong / aɪ / the glide begins near the FRONT OPEN UNROUNDED POSITION and moves in the direction of RP / aɪ / . i.e . A front UNROUNDED VOWEL JUST ABOVE HALF-CLOSE. The lips are neutral at first and then are loosely spread.

**Distribution:** The diphthong / aɪ / occurs initially, medially and finally as in ice / aɪs /, fine / faɪn / and buy / baɪ /.

3. əʊ As in Go /gəʊ/



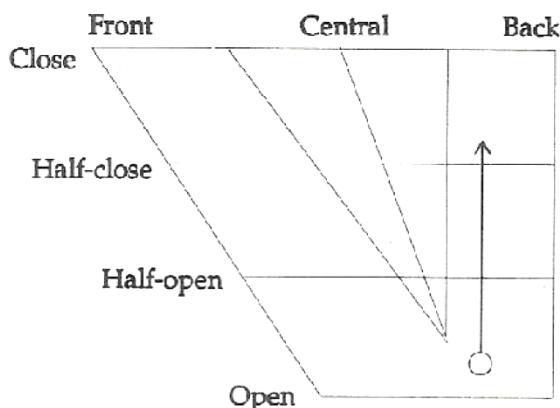
Tongue position of RP / əʊ /.

**Articulation:** The RP / əʊ / begins at a CENTRAL POSITION BETWEEN HALF-CLOSE AND HALFOPEN and moves in the direction of / əʊ / a BACK POSITION BETWEEN CLOSE AND HALF CLOSE. The lips are spread at the beginning and are loosely rounded towards the end.

**Distribution:** The diphthong / əʊ / occurs initially, medially and finally as in own / əʊn / boat / bəʊt / and grow / grəʊ /.

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Now - n aʊ



Tongue position of RP / aʊ /.

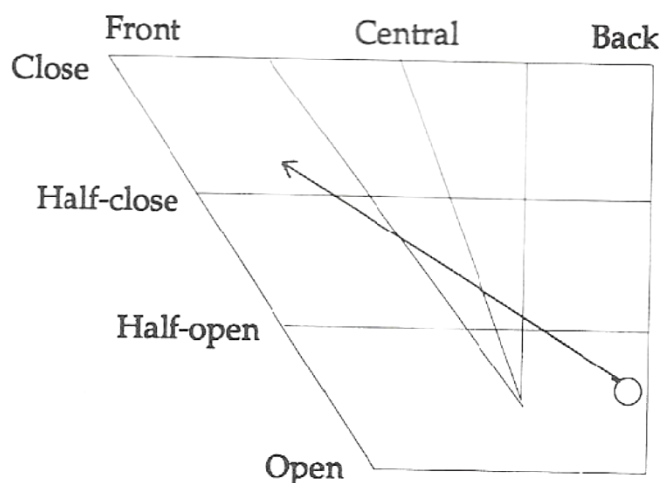
**Articulation:**

During the articulation of the diphthong /aʊ/ the glide begins at an advanced BACK OPEN UNROUNDED POSITION and moves in the direction of RP / aʊ/ i.e A CENTRALISED BACK ROUNDED VOWEL JUST ABOVE THE HALF CLOSE POSITION.

**Distribution:**

The diphthong / aʊ/ occurs initially, medially, and finally as in owl / aʊ l /, crowd /kraʊd /, and how / h aʊ /.

**Boil - b ɔɪ**



Tongue – Position of RP / ɔɪ/.

**Articulation:**

During the articulation of /ɔɪ/ the glide begins at a point BETWEEN THE BACK OPEN AND HALF-OPEN POSITIONS and moves in the direction of RP/ ɔɪ / i.e A FRONT UNROUNDED

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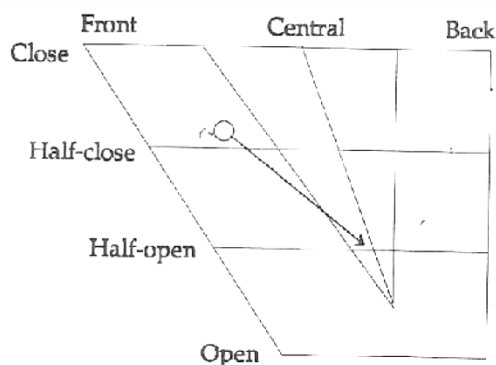
VOWEL JUST ABOVE THE HALF-CLOSE POSITION. The lips are slightly rounded at the beginning and are loosely spread at the end.

**Distribution:**

The diphthong /ɔɪ/ occurs initially, medially, and finally as in oil /ɔɪl/, soil/ sɔɪl/ , and boy /bɔɪ/

**Centering diphthongs**

6. /ɪə/ as in Fear /fɪə/



Tongue position of RP /ɪə/

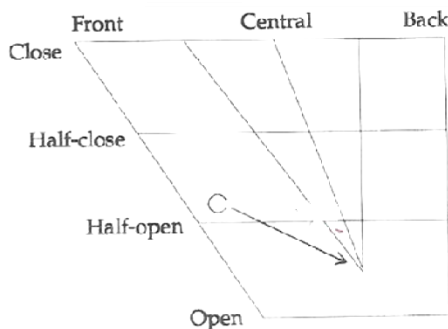
**Articulation:**

During the articulation of the diphthong /ɪə/ the glide is from a FRONT UNROUNDED VOWEL JUST ABOVE THE HALF-CLOSE POSITION and moves in the direction of A CENTRAL UNROUNDED VOWEL BETWEEN HALF-CLOSE AND HALF-OPEN (half open when final).

**Distribution:**

The diphthong /ɪə/ occurs initially, medially, and finally as in ear/ɪə/, merely /mɪəli/, and dear /dɪə/.

7. /eə/ as in fare /fɛə/



Tongue position of RP /eə/.

**Articulation:**

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During the articulation of the RP diphthong / eə / the glide begins at the FRONT HALF-OPEN UNROUNDED POSITION and moves in the direction of a CENTRAL UNROUNDED VOWEL BETWEEN HALF-CLOSE AND HALF-OPEN.

**Distribution :**

The diphthong / eə / occurs initially, medially and finally as in area / eəreə / , caring / c eərɪŋ /, and hare /h eə /.

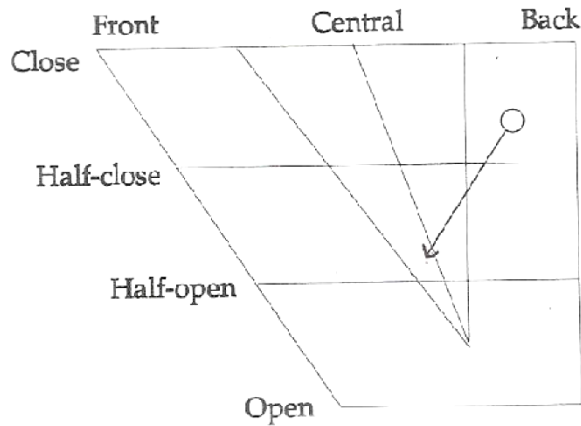
8. / uə /as in Poor -/pʊə/

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**UNIT - II  
CONSONANTS-STRESS-INTONATION**

**CONSONANTS:**

There are twenty-four distinctive consonants in English (R.P).



Tongue position of RP /ʊə /

**Articulation:**

During the articulation of /ʊə / the glide is from A BACK ROUNDED VOWEL JUST ABOVE THE HALF-CLOSE POSITION and moves in the direction of a CENTRAL UNROUNDED VOWEL BETWEEN HALF-CLOSE AND HALF-OPEN.

**Distribution:**

The diphthong /ʊə / does not occur initially. It occurs medially and finally as in tour /t ʊə /.

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Consonants are classified to (i) the place of articulation and (ii) the manner of articulation. The

<u>p</u> ay	[p]	place of
<u>b</u> ay	[b]	
<u>m</u> ay	[m]	
<u>t</u> ie	[t]	
<u>d</u> ie	[d]	
<u>n</u> o	[n]	
<u>k</u> ake	[k]	
<u>g</u> o	[g]	
<u>ŋ</u> ing	[ŋ]	
<u>f</u> ee	[f]	
<u>v</u> ow	[v]	
<u>s</u> o	[s]	
<u>z</u> oo	[z]	
<u>θ</u> igh	[θ]	
<u>ð</u> ey	[ð]	
<u>ʃ</u> ow	[ʃ]	
<u>ʒ</u> acques	[ʒ]	
<u>tʃ</u> urch	[tʃ]	
<u>dʒ</u> udge	[dʒ]	
<u>l</u> ie	[l]	
<u>r</u> ye	[r]	
<u>j</u> es	[j]	
<u>w</u> eigh	[w]	
<u>h</u> ay	[h]	

articulation simply involves the active and passive articulators used in the production of a particular consonant. The manner of articulation refers to the type of stricture involved in the production of a consonant.

**Place of Articulation:**

There are several types of consonants depending on the place of articulation. The label used is an adjective derived from the name of passive articulator. Some of the important categories are:

1. **Bilabial** : the two lips are the articulators. Eg: [p] as in spare, [b] as in bed, [m] as in man.

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2. **Labio-dental:** the lower lip is the active articulator and the upper teeth are the passive articulators. Eg: [f] as in fine , [v] as in veil .
3. **Dental :** The tip of the tongue is the active articulator and the upper front teeth are the passive articulators. Eg: [θ ] as in think , [ ð] as in then.
4. **Alveolar :** The tip of the blade of the tongue is the active articulator and the teeth-ridge is the passive articulator. Eg. [t] as in stick, [d] as in duty, [l] as in lid
5. **Post Alveolar :** The tip of the tongue is the active articulator, and the back of the teeth ridge is the passive articulator. Eg [r] as in red.
6. **Retroflex :** The tip of the tongue is the active articulator, and is curled back. The back of the teeth ridge or the hard palate is the passive articulator.
7. **PalatoAlveolar :** The tip, blade and front of the tongue are the active articulators and the teeth-ridge and hard palate are the passive articulators. Eg: [ʃ] as in shame, [ʒ] as in pleasure , [tʃ] as in chin and [dʒ] as in jam.
8. **Palatal :** the front of the tongue is the active articulator and the hard palate is the passive articulator. Eg: [j] as in yellow.
9. **Velar :** The back of the tongue is the active articulator and the soft palate is the passive articulator. Eg : [k] as in skull, [g] as in gear, [ŋ] as in sing.
10. **Uvular :** The rear part of the back of the tongue is the active articulator and the uvula is the passive articulator. There are no uvular sounds in English.
11. **Glottal :** Produced at the glottis. Eg: [h] as in hat.

**Manner of Articulation:**

According to the manner of articulation consonants are usually classified as follows:

1. **Plosives :** Sounds like p, b t d k g form one group. They are known as plosives. The soft palate is raised and the nasal passage is blocked. They are so called because when these sounds are produced, there is heard a plosion-like noise. Hence this name.
2. **Fricatives :** Sounds f, v, s, z, h, form another group as known fricatives. When we pronounce these sounds, there is some hissing and friction sound, caused by the friction between the passive and active articulators.
3. **Affricative :** And tʃ, dʒ are called affricates. They are so called, because while we pronounce these two sounds, there is some plosion as well as friction. Eg: [tʃ] as in child, [dʒ] as in judge
4. **Nasals:** The sounds m, n, ŋ are called nasals, because while pronouncing these sounds the oral passage is blocked by the raising of the soft palate (ie) velum, and the air escapes through the nose. Eg: [m] as in mother, [n] as in rest, [ŋ] as in ring.
5. **Laterals:** l is called laterals since when we pronounce this sound air escapes through both sides of the mouth passage. [l] as in life.
6. **Frictionless Continuant :** r is called frictionless continuant. The tip of the tongue touches the hard palate continuously, while pronouncing this sound. Eg: [r] as in red.
7. **Semi vowel :** j and w are called semi – vowels. As the name suggests, both the sounds are partly vowels and partly consonants. Eg: [j] as in yet and [w] as in water.



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**Three term Label:**

A consonant can be briefly described using a three term label.

- (i) Whether the sound is voiceless or voiced
- (ii) The place of articulation, and
- (iii) The manner articulation

**Voiced sounds and Voiceless sounds**

- Generally all English sounds/ tamil Sounds are produced with the air coming from the lungs through the trachea to the vocal tract. At the end of the vocal tract and the beginning of the trachea there are two elastic bands called vocal cords whose vibration or otherwise decides the voiced or voiceless nature of a sound. The two vocal cords can be held apart or brought together. When they are held apart, there is an opening space known as glottis open. This is the normal position for our breathing. So when a sound is produced at this time, there is no vibration of the vocal cords. Hence, the sound produced is said to be voiceless or breathed. On the other hand, when a sound is produced when the two vocal cords are brought together,

**voiceless    voiced**

[p]	[b]
[t]	[d]
[k]	[g]
[f]	[v]
[θ]	[ð]
[s]	[z]
[ʃ]	[ʒ]
[tʃ]	[dʒ]

**Syllables**

Syllable is a part or unit of a word. A word may be made up of one syllable as in cat, bat, dog etc., or two syllables as in recite, decide and invite, or three syllables as in professor, confession. When a word contains more than one syllable

**Open Syllable**

**What is an open syllable?**

An open syllable is a syllable that has only one vowel and only one vowel sound. The single vowel in the open syllable occurs at the end of the word.

**Examples of Open Syllables:**

there is some vibration and this vibration causes voicing. Then the sound is said to be voiced.

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As far as English sounds are concerned, some of them are voiced and some others are not. Of the 44 sounds on the whole, only nine are voiceless and the rest are voice.

- Wry
- try
- no
- go
- a
- chew
- brew

### **Closed Syllable**

#### **What is a closed syllable?**

A closed syllable is a syllable that has only one vowel and only one vowel sound. A closed syllable ends in a consonant.

#### **Examples of Closed Syllables:**

- clock
- truck
- ask □□bin
- trim □□gym

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### **Monosyllabic Words**

Words with one syllable (monosyllabic)

#### **Single vowel sound**

- man
- This word has two consonants and one vowel
- The one vowel sound (the short “a”) joins with the two consonants to create one syllable
- cry
- This word has two consonants and one vowel
- The one vowel (the long “i” sound formed by the “y”) joins with the two consonants to create one syllable

#### **Double vowels with single sound**

- brain
- This word has three consonants and two vowels
- The two vowels create one vowel sound (a long “a” sound)
- The single vowel sound joins with the three consonants to make one syllable
- tree
- This word has two consonants and two vowels
- The two vowels create one vowel sound (a long “e” sound)
- The single vowel sound joins with the two consonants to make one syllable

#### **Words ending with a silent “e”**

- lane
- This word has two consonants and two vowels
- The “e” and the end of the word is silent to represent a long “a” sound
- The single vowel sound in this word is a long “a” sound
- The single vowel sound joins with the two consonants to make one syllable
- This word has two consonants and two vowels
- The “e” and the end of the word is silent to represent a long “i” sound

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### **Polysyllabic Words**

Words with more than one syllable (polysyllabic)

- baker
- two syllables
- This word has three consonants and two vowels
- “bak”: two consonants “m” “k” plus one vowel “a”
- “er”: one vowel “e” plus one consonant “r”
- growing
- two syllables
- This word has five consonants and two vowels
- “grow”: three consonants “g”, “r”, and “w” plus one vowel “o”
- “ing”: one vowel “i” plus two consonants “ng”
- terrible
- three syllables
- This word has five consonants and three vowels
- “ter”: two consonants “t” and “r” plus one vowel “e”
- “ri”: one consonant “i” plus one vowel “i”
- “ble” : two consonants “b” and “l” plus one vowel “e”

Note: The last “e” in “terrible” is not silent. The “e” and the end creates more of a “bull” sound when joined with the “b” and “l” than an “e” sound would normally make.

### **STRESS**

#### **What is Stress?**

- The single vowel sound in this word is a long “i” sound
- The single vowel sound joins with the two consonants to make one syllable

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Stress means emphasis. As applied to pronunciation, it means some extra force or prominence given to a part of a word (i.e. a syllable) while speaking. Generally, we pronounce certain words at one breath. Some words are pronounced in two parts and the others three or more parts or units or breaths. When a word contains more than one syllable, one of the syllables gets stressed. The stress falls on the syllable that gets stressed. The stress may fall on the first syllable, or second syllable or third as the case may be. The syllable that receives that stress is marked like this : in 'vite.

A small vertical line just above the stressed syllable is placed. This means that the word invite is stressed on the second syllable :in'vite.

In English we accentuate or stress ONE syllable in a word. We pronounce that syllable louder than others. There are words with just one syllable (e.g., **mind**), and words with one STRESSED syllable and one or more WEAK syllables (e.g. **remind**, **reminder**, **reminding**).

In the examples below, bold letters indicate stressed syllables.

1) When a noun or adjective stems from a one-syllable word, (for example *art*, *mind*), the stress usually stays on the syllable of the original word.

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'Art	Artist
'Break	Breakable
'Friend	Friendly
'Paint	Painter
'Come	Become
'mind	Remind

- 2) To differentiate between a noun and a verb with the same spelling, stress position changes.

NOUN	Verb
A decrease	to decrease
An insult	to insult
An object	to object
A protest	to protest
A record	to record
a rebel	to rebel
A suspect	to suspect
A transfer	to transfer

'record    'rɛkɔ:d  
'permit    'pɜ:mɪt  
'object    'ɒbdʒɪkt  
'project    'prɒdʒekt

- 3) In compound nouns (two words merged into one) the stress is on the first part:

'bookshop    'bʊkʃɒp  
'football    'fʊtbɔ:l  
'notebook    'nəʊtbʊk  
'toothbrush    'tu:θbrʌʃ



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			Potential pəʊ'tenʃəl
Obsession əb'sɛʃən	Biological ,baɪəʊ'lɒdʒɪkəl	Rhapsody 'ræpsədi	Individual ɪndɪ'vɪdʒʊəl
Permission pə'mɪʃən	Illogical ɪ'lɒdʒɪkəl	Morphology mɔ:'fɒlədʒi	Intellectual ,ɪntɪ'lɛktʃʊəl
Position pə'zɪʃən	Philosophical ,fɪlə'sɒfɪkəl	Psychology saɪ'kɒlədʒi	Conscientious ,kɒnʃɪ'ɛnʃəs
Quotation kwəʊ'teɪʃən	Political pə'ltɪkəl		Judicious dʒu(:)'dɪʃəs
Repetition rɛpɪ'tɪʃən	Radical 'rædɪkəl		

### STRESSED WORDS WITHIN SENTENCES

Not all words receive equal stress within a sentence in English.

#### Content words are stressed.

Content words include:

Nouns (e.g. school, station, train)

Normal verbs (e.g. run, work, speak)

Adjectives (e.g. beautiful, tall, friendly)

Adverbs (e.g. quickly, noisily, badly)

#### Function words are unstressed.

Function words include:

Determiners (e.g. a, an, the)

Auxiliary verbs (e.g. can, have, may, will, etc.)

Conjunctions (e.g. and, but, as, etc.)

Pronouns (e.g. you, he, she, us, it, them, etc.)



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In English, words are stressed according to the meaning the speaker wants to convey. For example, depending in which word in the following sentence is stressed, the meaning changes:

- Are **you** going to the cinema tonight? (or is it someone else?)
- Are you **going** to the cinema tonight? (or not?)
- Are you going to the **cinema** tonight? (or somewhere else?)
- Are you going to the cinema **tonight**? (or another night?)

During a conversation, learners should listen for stressed content words in order to understand the meaning of the whole sentence. Likewise, they should practice stressing content words in their speech so that other people will understand them.

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**UNIT III INTONATION**

**Intonation Definition:**

Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand. Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

Again, these are not rules but patterns generally used by native speakers of English. Just remember that content words are stressed, and intonation adds attitude or emotion.

It should be remembered that a written explanation can never be a substitute for a 'live' conversation with a native speaker. Attitudinal intonation is something that is best acquired through talking and listening to English speakers.

**Pitch**

The pitch of the voice is determined by the frequency of the vibration of the vocal cords. i.e. the number of times they open and close in a second. The patterns of variation of the pitch of the voice constitute the Intonation of a language.

**Tune/ Tone shapes**

The shape of a tune is decided by the number of important words in a word group and by the attitude wished to express. By important words, we mean the words which carry most of the meaning in a group.

**Falling Intonation (↘)**

The falling tone is sometimes referred to as the glide-down. It consists of a fall in the pitch of the voice from a high level to a low level. It is marked ↘(The pitch of the voice falls at the end of the sentence.) Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

**Ordinary Statements without any implication.**

- Nice to meet ↘you.
- I'll be back in a ↘minute.
- She doesn't live here ↘anymore.
- Dad wants to change his ↘car.

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- Here is the weather ↘forecast.
- Cloudy weather is expected at the end of the ↘week. □ □ We should work together more ↘often □ □ I'm going for a walk in the ↘park.

**Commands**

- Write your name ↘here.
- Show me what you've ↘written.
- Leave it on the ↘desk.
- Take that picture ↘down.
- Throw that ↘out.
- Put your books on the ↘table.

□

**Rising Intonation (↗)**

The rising tone is sometimes referred to as the glide- up . It consists of a rise in the pitch of the voice from a low level to a high level. It is marked ↗(The pitch of the voice rises at the end of a sentence.)Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

**Yes/no Questions**

(Questions that can be answered by 'yes' or 'no'.)

- □ Do you like your new ↗teacher?
- Have you finished ↗already?
- May I borrow your ↗dictionary?
- Do you have any ↗magazines?

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- Do you sell stamps?  
Take your hands out of your pockets.

**Wh- questions** (requesting information.)

(Questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- What country do you come from?
- Where do you work?
- Which of them do you prefer?
- When does the shop open?
- How many books have you bought?
- Which coat is yours?
- Whose bag is this?

**Questions Tags that are statements requesting confirmation rather than questions**

Not all tag questions are really questions. Some of them merely ask for confirmation or agreement, in which case we use a falling tone at the end.

- He thinks he's so clever, doesn't he?
- She's such a nuisance, isn't she?
- I failed the test because I didn't revise, did I?
- It doesn't seem to bother him much, does it?

**Exclamations**

- How nice of you!
- That's just what I need!
- You don't say!
- What a beautiful voice!
- That's a surprise!

**Rhetorical Questions**

- Isn't that kind of her?
- Wasn't that a difficult exam?

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**Questions tags that show uncertainty and require an answer (real questions).**

- We've met already, ↗haven't we?
- You like fish, ↗don't you?
- You're a new student ↗aren't you?
- The view is beautiful, ↗isn't it?

**Incomplete Sentence**

Its seven o↗clock ( and she hasn't got up as yet). I

'll buy you a ↗ dress (if I go there).

➤ **Non –Polarity Questions when said in a warm/friendly way.**

How's your ↗ daughter?

What is the ↗ matter?

➤ **Polite Requests**

Go and Open the ↗ window.

Take it a ↗ way.

➤ **Repetition Questions**

(John told me to do it)

Who told you ?

➤ **Expected Responses**

↗Thank you.

➤ **Alternative Questions**

Do you like ↗ tea, ↗ coffee, or coke?

Shall we ↗ drive or go by train?

➤ **Enumeration**

↗One, ↗Two, ↗three, ↗four, five

➤ **After Thought doubt or hesitation**

I'd buy a new one, if I could af ↗ford it.

In spring it rains a lot ↗generally.

➤ **Greetings , partings, apologies , encouragement**

hel ↗lo

Good ↗bye

I'm so ↗ sorry

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You ought to keep on ↗trying We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation. Rise-Fall Intonation ( ↗↘ ) (The intonation rises and then falls.) We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

**Choices** (alternative questions)

- Are you having ↗soup or ↘salad?
- Is John leaving on ↗Thursday or ↘Friday?
- Does he speak ↗German or ↘French? □□Is your name ↗Ava or ↘Eva?

**Lists** (rising, rising, rising, falling)

Intonation falls on the last item to show that the list is finished.

- We've got ↗apples, pears, bananas and ↘oranges
- The sweater comes in ↗blue, white pink and ↘black □□I like ↗football, tennis, basketball and ↘volleyball. □□I bought ↗a tee-shirt, a skirt and a ↘handbag.

**Unfinished thoughts (partial statements)**

In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.

- Do you like my new handbag? Well the ↗leather is ↘nice... ( but I don't like it.) □□What was the meal like? Hmm, the ↗fish was ↘good... (but the rest wasn't great).
- So you both live in Los Angeles? Well ↗Alex ↘does ... (but I don't).

**Conditional Sentences**

(The tone rises in the first clause and falls gradually in the second clause.)

- If he ↗calls, ask him to leave a ↘message.
- Unless he ↗insists, I'm not going to ↘go.
- If you have any ↗problems, just ↘contact us.

**Fall-Rise Intonation (↘↗)**

(The voice falls and rises *usually within one word*.The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

**Hesitation/reluctance:**

- So you'd be willing to confirm that? ...Well ... I ↘sup↗pose so ... □□You didn't see him on Monday? I don't quite ↘re↗member ...

**Politeness-Doubt-Uncertainty:** (You are not sure what the answer might be.)

- Perhaps we could ↘vis↗it the place?
- Should we ↘cop↗y the list?
- Do you think it's ↘al↗lowed?

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**UNIT IV  
TRANSCRIPTION**

Forget	fə'get
Humanity	hju(:)'mæniti
Examination	ɪg,zæmɪ'neɪʃən
Discipline	'dɪsɪplɪn
Command	kə'mɑ:nd
Regularity	ˌrɛɡjʊ'lærɪti 'leɪbə
Lily	'lɪli
Call	kɔ:l
Maid	meɪd
My	maɪ
Wrap	ræp
Know	nəʊ
Mother	'mʌðə
Rum	rʌm
Metre	'mi:tə
	kɑ:f
	'ælbɪ
	'ləmən
	li:n
	li:d
	'laɪlək
	mɑ:k
	sɛd
	səʊl
Rhyme	raɪm
Sweet	swi:t
Queen	kwi:n
Mute	mju:t
Guide	gaɪd
Bigger	'bɪgə
gloom	glu:m
Labour	

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Calf  
Alloy  
Lemon  
Lean  
Lead  
Lilac  
Mark  
Said  
Sole

grammar	'græmə
whim' wɪm	grow
	grəʊ
gazette	gə'zɛt
myth mɪθ	thick
	θɪk

**Sentence Transcription**

an apple a day keeps the doctor away.

ən 'æpl ə deɪ ki:ps ðə 'dɒktər ə'weɪ.

a bird in the hand is worth two in the bush.  
keep your teeth neat and clean.

ə bɜ:d ɪn ðə hænd ɪz wɜ:θ tu: ɪn ðə buʃ.  
ki:p jə ti:θ ni:t ənd kli:n.

the little children are dancing and singing merrily

ðə 'lɪtl 'tʃɪldrən ə 'dɑ:nsɪŋ ənd 'sɪŋɪŋ  
'mɛrɪli 'bɛtɪ ənd bɛn lɛft fə 'mɛlbən ɪn sɛp'tembə

betty and ben left for melbourne in September the match can be cancelled, thanks to the bad weather. father's car is parked in the park. a lost opportunity never offers itself again.

ðə mætʃ kən bi 'kænsəld, θæŋks tə ðə bæd 'weðə.  
'fɑ:ðəz kɑ: z pɑ:kt ɪn ðə pɑ:k. ə lɒst ,ɒpə'tju:nɪti 'nevər 'ɒfəz ɪt'sɛlf ə'gɛn.

i took a good book on cooking from the bookshop do you do your usual routine?

all small children are bathing in the falls push the button and pull the door. the fool was crude and



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rude but shrewd. some men go unwept.  
unsung and unhonoured. the doctor and  
his assistant were here a minute ago.  
awake, arise and shine. an early bird  
catches the worm.

the train came eight hours late.  
haste makes waste. the rice in the price  
of rice is very high.

time and tide waits for no man. little boys  
enjoy playing with toys. home, sweet  
home. a sound mind in a sound body. the  
crown of creation, man in always  
surrounded by viruses.

he was a pioneer in the field of  
engineering theory. hare and hair, fare  
and fair are pronounced alike. what  
cannot be cared must be endured. your  
letter reached us during our european  
tour.

ai tʊk ə gʊd bʊk vɪn 'kʊkiŋ frəm ðə  
'bʊkʃɒp dʊ jʊ dʊ jə 'ju:zʊəl  
ru: 'ti:n?

ɔ:l smɔ:l 'fildrən ə 'beɪðɪŋ  
ɪn ðə fɔ:lz pʊf ðə 'bʌtɪn ənd  
pʊl ðə dɔ: . ðə fu:l wəz kru:d  
ənd ru:d bət frʊ:d.

sʌm mɛn gəʊ ʌn'wɛpt. ʌn'sʌŋ ənd  
, ʌn'vɒnəd. ðə 'dɒktər ənd ɪz ə'sɪstənt wə  
hɪər ə 'mɪnɪt ə'g əʊ. ə'weɪk, ə'raɪz ənd  
ʃaɪn. ən 'z:lɪ bɜ:d 'kæfɪz ðə wɜ:m. ðə  
treɪn keɪm eɪt 'aʊəz leɪt.

heɪst meɪks weɪst. ðə raɪs ɪn  
ðə praɪs əv raɪs ɪz 'veri haɪ.

tʌɪm ənd taɪd weɪts fə nəʊ mæn.

'lɪtl bɔɪz ɪn 'dʒɔɪ 'pleɪŋ wɪð tɔɪz.  
həʊm, swɪ:t həʊm. ə saʊnd maɪnd  
ɪn ə saʊnd 'bɒdi.

ðə kraʊn əv kri(:)'eɪʃən, mæn ɪn 'ɔ:lweɪz sə'raʊ  
ndɪd baɪ'vaɪərəsɪz.

hi wəz ə ,paɪə'nɪər ɪn ðə fi:ld əv ,endʒɪ'nɪəriŋ '  
θɪəri. heər ənd heə, feər ənd feər ə prə'naʊnst  
ə'laɪk.

wɒt 'kænpʊt bi keəd məst bi ɪn'dʒʊəd. jə 'letə ri:ft

əs 'dʒʊəriŋ 'aʊə ,jʊərə'pi(:)ən tʊə.

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**UNIT V - DIALOGUE WRITING**

**AT BANK - I**

Discussion between the Loan Section Manager and an Applicant for a student loan

Student: May I come in?

Manager: Please come in.

Student: Good morning Sir. My name is Raj Shankar. I am planning to go abroad for higher studies. Could I have some details on applying for a bank loan, sir?

Manager: Good morning, Raj Shankar. Please sit down. Do you or your parents have any account in this bank?

Student: Yes Sir, my father's name is Shankar. He has a current account as well as savings bank account with your bank, sir.

Manager: I know your father very well. In fact, we have had a long association. Now, tell me where are you planning to go, what do you plan to study and what the duration of the course is and what your career plan is.

Student: I have completed M.Sc applied microbiology at Madras University. The only advancement in this field is research. But I am not very keen on that. So that I have decided to do a second masters in U.S

Manager: Well, I am sure you know what is best for you. Since your father has been a customer of this bank for a long, there shouldn't be any problem getting your loan sanctioned but we need relevant documents.

Student: Thank you sir. Your assurance on my eligibility for a loan is good to hear. Now, let me start the procedure of applying for admission at various universities in the U.S. I will visit you again with all the relevant documents. I will also bring my father along.

Manager: Sure. Looking forward to your next visit. Meanwhile, wish you good luck.

Student: Thank you very much sir. I am very grateful for your encouragement. Now I can proceed further with confidence. Good day Sir.

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**AT BANK - II**

**Opening a savings Bank Account**

Ms.Seema: Excuse me. I want some details on opening a savings account here.

Officer: Oh, sure madam. Are you new to this bank?

Ms.Seema: Yes, I came from Chennai just a week ago. But I have an account with your bank in Chennai branch.

Officer: Oh. Then that shouldn't be a problem at all. Do you want to transfer your account from Chennai to this branch or do you want to open a new account here?

Ms.Seema: Please tell me which would be easier and faster?

Officer: someone known to the bank.

Ms.Seema: That is not a problem; my friend has an account here.

Officer: Please fill up this form and bring two passport photos.

Ms.Seema: Thank you very much

**AT A HOTEL RECEPTION**

**Between a Receptionist and secretary.**

Receptionist: Good Morning, Taj Coromandel, May I help you?

Secretary: Good Morning. I am calling from High-tech International, Bangalore. We would like to book accommodation for our GM arriving in Chennai on 10<sup>th</sup> May.

Receptionist: Would it be a single accommodation or double? And for how many days?

Secretary: May 15<sup>th</sup> to 17<sup>th</sup> May.

Secretary: Deluxe rooms would do.

Receptionist: Sure

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Secretary: Thank you very much.

**ENQUIRING ABOUT FLIGHT**

**ARRIVALS:** Customer and Counter Staff

**I ENQUIRY**

Counter Staff: Good Morning. AirIndia. May I help you?

Customer: May I know the scheduled arrival time of flight SQ 456 from Singapore.

Counter Staff: It's on schedule sir; the arrival time is at 7.30 in the morning.

Customer: Thank you very much

**II ENQUIRY**

Counter Staff: Good Morning. Indian Airlines

Customer: Good morning may I know at what time does the Bombay flight IC 345 arrive?

Counter Staff: It has been delayed sir ETA is 10.30 hours today.

Customer: Thank you.

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