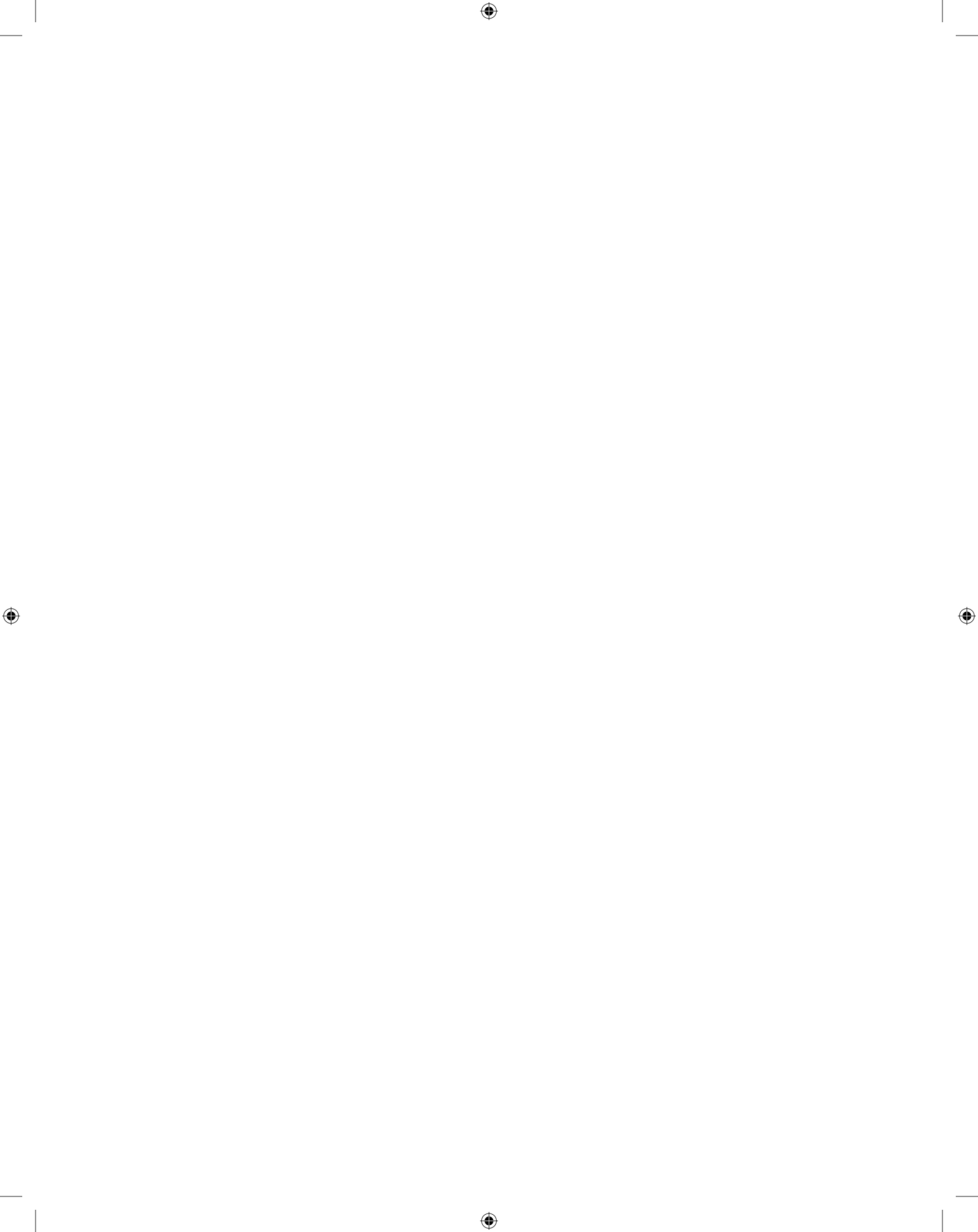


CHAPTER 5

Diction



Diction

Understanding the Production of:

- ▶ **Consonants**
- ▶ **Vowels**
- ▶ **Diphthongs**

Articulation is the ability to produce the sounds in the language. In Standard American English we have 43–44 sounds called phonemes. Phonemes are the smallest unit of individual sounds. Can you articulate all of these sounds in isolation and as consonant clusters? For example, produce the sound of /s/. Now, produce the sound /t/. Lastly, produce the sound /r/. You are producing the sounds in isolation. Next produce the consonant cluster /str/ as in the word street. Did you produce it adding the sound of /sh/? Produce it without the /sh/ sound.

Summary Chart For Consonants

By enlarging this chart and adding the correct scientific labels for each placement of articulation, as well as the phonetic symbols and the definitions for each manner of breath stream will be a very effective study guide.

Manner of Restriction and Outgoing Breath	Placement of Articulation						
	Lips	Lip/Teeth	Tongue/Teeth	Tongue/Alveolar Ridge	Tongue/Hard Palate	Tongue/Soft Palate	Glottis (The space between the vocal folds)
Plosives							
Nasals							
Fricatives							
Lateral							
Glides							
Affricates							

Summary Chart For Consonants

Placement of Articulation	Bilabial	Labio-dental	lingua-dental	Lingua-alveolar	Lingua-palatal	Lingua-velar	Glottis
Manner of Restriction and Outgoing Breath	Lips	Lip/Teeth	Tongue/Teeth	Tongue/Alveolar Ridge	Tongue/Hard Palate	Tongue/Soft Palate	Glottis
Plosives	/p/ /b/ -v +v			/t/ /d/ -v +v		/k/ /g/ -v +v	
Nasals	/m/ +v			/n/ +v		/ŋ/ +v	
Fricatives		/f/ /v/ -v +v	/θ/ /ð/ -v +v	/s/ /z/ -v +v	/ʃ/ /ʒ/ -v +v		/h/ -v
Lateral				/l/ +v			
Glides	/w/ +v				/r/ /j/ +v +v		
Affricates					/tʃ/ /dʒ/ -v +v		

Listening Exercise

Enjoy your favorite vocal lyricist and describe the articulation based on the following criteria:

Substitutions

Omissions

Additions

Distortions

Dentalizations

Nasalizations

Blooper Exercise

Create bloopers based on regional faults.

Example: “There is a committee meeting to organize a charity bazaar starting next Sunday. The group leader announced that there will be plenty of free booze . . . I mean that there will be plenty of booths to sell new and pre-owned items.”

Suggestions

- ▶ Radio announcer
 - ▶ State senator
 - ▶ Mayor of a city
 - ▶ Talk show host
 - ▶ Sportscaster
- ▶ Newscaster
 - ▶ A line in a sci-fi movie
 - ▶ Famous panelist
 - ▶ Disc jockey
 - ▶ A political speech

Five Ways to Study a Consonant

1. Manner of breath stream
2. Placement of Articulation
3. I.P. A.
4. Faults
5. Demonstration of Standard American English consonant sounds in Assignments 3 and 4.

Plosives

Manner of Breath Stream	Placement of Articulation	
Plosives—the outgoing breath is stopped or hindered and then released (explosive) in order to produce the sounds.	Lips Bilabial	
	/ p / -v	/ b / +v

To create a firm production of / p / and / b /, the lips meet together lightly but firmly.

Faults

The sound /p/ in initial position may be too loud or “pop out” too strongly. If you place two fingers on either side of your mouth when producing the / p / sound, and you feel or see air pockets, this demonstrates that the sound is using an incorrect manner of breath stream. In the medial and final positions, the / p / may be omitted. In this case, the production is incomplete. This means that the lips will come together but the sound will not explode.

Practice saying the following words allowing yourself to feel, see, and hear if you are using the correct manner of breath stream as well as the correct placement of articulation. Pay special attention to words beginning with /pr/:

- ▶ problem
- ▶ prior
- ▶ private
- ▶ pretty
- ▶ principal

When two consonants are placed together, side by side, this is called *consonant clusters*, and it is more difficult to achieve proper placement of articulation and manner of breath stream.

Directions: Repeat the following words out loud, and monitor your production of the / p / sound in the initial, medial, and final positions. Record yourself to help monitor that your sound production is clear and without faults.

/ p /		
<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
pound	unpopular	audiotape
possible	metropolitan	buttercup
partial	separate	cantaloupe
peanut	operator	cityscape
pace	popped	clap
pushed	opportunity	companionship
piece	whisper	doorstop
paved	apart	drop
pigeon	repeated	group
pensive	supermarket	horoscope
personality	canopy	ketchup
packet	slippery	mountaintop
perfection	opinionated	overlap
pear	uphold	sheep
pearls	proper	slope
publication	disposable	stereotype
posed	capacity	syrup
pinched	wallpaper	unwrap
point	apology	workmanship
picture	pineapple	workshop

Directions: Create five sentences that use the / p / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions. You may use the words from the previous list.

Example: When baked **p**ro**p**erly, **p**ears taste sweeter than candy from a sh**o****p**.

1. _____

2. _____

3. _____

4. _____

5. _____

/ b /

Manner of Breath Stream	Placement of Articulation	
Plosives—the outgoing breath is stopped or hindered and then released (explosive) in order to produce the sounds.	Lips Bilabial	
	/ p / -v	/ b / +v

Directions: Repeat the following words out loud, and monitor the sound for a light and delicate initial, medial, and final position. Remember, the / b / sound may tend to be omitted in final position. In the consonant cluster / br / watch and listen not to produce using an incorrect manner of breath stream by allowing air to escape from the sides of the mouth.

Initial Position

baked
biology
bag
bankruptcy
beach
birth
bath
billed
belongings
body
butterfly
biography
benched
business
boxed
button hole
baggage
botanical
billion
began

Medial Position

cabin
deliberate
aboard
somebody
hobby
umber
blackboard
rubber
anybody
robbery
observation
subterranean
numbered
september
fabulous
obituary
neighborhood
obedient
remember
cucumber

Final Position

bathrobe
bathtub
club
cobweb
describe
earlobe
grab
ice cube
inscribe
scrub
slab
slob
sparerib
strobe
subscribe
swab
transcribe
tribe
tube
web

Directions: Create five sentences that use the / b / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: Please begin your club by the second week in September.

1. _____

2. _____

3. _____

4. _____

5. _____

Manner of Breath Stream	Placement of Articulation	
Plosives—the outgoing breath is stopped or hindered and then released (explosive) in order to produce the sounds.	Tongue and Alveolar Ridge Lingua-alveolar	
	/ t / -v	/ d / +v

Placement

The tip of the tongue and the alveolar ridge.

/ t / / d /
-v +v

In producing the sound / t / correctly the tip of the tongue, called the tongue corona, reaches up to touch the alveolar ridge, which is the front portion of the roof of the mouth (behind your upper teeth). It is a light relationship of simply touch and release creating a light and delicate consonant sound.

Faults

The tip of the tongue may not reach up to alveolar ridge leaving it to hit the back of the upper teeth causing a distraction in the / t / sound called *dentalization*. If this happens, you will hear extra noise added like a / ts / sound.

Practice the / t / sound in the following list of words monitoring your placement of the tongue corona to the alveolar ridge. This / t / sound should be light and delicate. In medial position / t / is often substituted with / d / or a glottal stop. In final position, it is often omitted.

Improvement

If you find it difficult try this exercise: produce the sounds / la / / ta / / da /. These sounds all use the tip of the tongue and the alveolar ridge. Repeat this simple exercise five times in a row—*la, ta, da*—and monitor the placement. Use a mirror for this exercise and monitor that the lower jaw (mandible) does not move up and down like a nutcracker. Keep the mandible constant, and exercise the tongue corona to touch the alveolar ridge. For another rapid exercise, recite the two times two table and the twelve times twelve table.

Directions: Repeat the following words out loud, and monitor your production of the / t / sound in the initial, medial, and final positions.

/ t /		
<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
turnip	calculator	accurate
tag	attend	ate
target	waiter	budget
tournament	rotation	cabinet
total	computer	chocolate
tourist	diluted	circulate
tangerine	stuttering	coconut
teaspoon	written	commute
talkative	united	destitute
tunnel	competitor	eight
taught	bitten	fruit
tail	attic	knit
team	daughter	late
time	guitar	might
ticket	beautiful	pocket
toaster	photograph	promote
technicality	repeated	receipt
turkey	refrigerator	remote
tablecloth	elevator	repeat
tackle	greetings	separate

Directions: Create five sentences that use the / t / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: “I did not know what to do today,” said the pretty, little girl.

1.
2.
3.
4.
5.

Directions: In producing the / d / sound in the initial, medial, and final positions, the tip of the tongue needs to reach the alveolar ridge. In some cases, the tip of the tongue may hit the back of the teeth, producing added noise, like / dz /, in initial and medial position. In medial position, it is often substituted with a glottal stop. In final position, the /d/ sound is often omitted. Practice your production of the / d / sound using the following list of words.

/ d /

Initial Position

dance
disability
dime
dawn
democratically
down
disciplinary
dim
difficulty
designation
dominate
dandelion
disease
deteriorate
dialect
disorganization
decide
distance
dampen
diagram

Medial Position

adding
rudimentary
headache
birthday
macadamia
sadden
medicinal
cider
tedious
avocado
nobody
radio
Thursday
kaleidoscope
moderate
expediency
pudding
shadow
louder
medicine

Final Position

add
afterward
ahead
aimed
apprehend
arcade
awkward
bathed
beard
cardboard
grandchild
infield
lemonade
lifeguard
mild
misunderstand
rebuild
salad
shield
world

Reminder: In final position, do not practice to be over precise.

Directions: Create five sentences that use the / d / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: “If I couldd, I wouldd gladdly lendd you the fifty dollars.

1.
2.
3.
4.
5.

Past-Tense Endings

The -ed construction in American English has three pronunciations:

ed = / t /

ed = / d /

ed = / Id /

There are three fairly simple rules that we can apply to help us properly articulate these words.

1. When ed produces a / t / sound:

Let's look at the word ***stopped***. First look at the root word: ***stop***

If the last sound in the word is a voiceless sound, then it follows that the ed will also sound voiceless, which is the / t / sound.

Voiceless consonants: / p /, / k /, / f /, / s /, / θ /, / ʃ /, / tʃ /

2. When ed produces a /d/ sound:

Let's look at the word ***robbed***. Again, look to the root of the word: ***rob***

The last sound in this word is voiced; therefore, the robed, or past tense sound, will also be voiced, which is the /d / sound. All vowel sounds are voiced. For example, *played*.

Voiced consonants: / b /, / g /, / v /, / z /, / dʒ /, / m /, / n /, / l /, / ʒ /, / ŋ /

3. When ed produces the / Id / sound:

When the root word ends with the letters t or d, the ed sound will be an / Id /:

head test

headed tested

Practice the ed, or past tense sounds, in the following lists.

ed = / t /

ached	bleached
asked	brushed
blessed	cherished
bluffed	coached
choked	finished
leased	flashed
pressed	marched
stamped	pushed
tiffed	switched
unearthed	touched

Practice the following ed endings that produce the / d / sound.

ed = / d /

climbed	broiled
clothed	canned
deemed	dredged
dragged	massaged
dreamed	ordered
hugged	prepared
longed	pulled
mowed*	stabbed
raised	steered
saved	stored

*All vowel sounds are voiced.

Practice the following ed endings that produce the / Id / sound

ed = / Id /

batted	astounded
beaded	blended
shifted	blinded
hunted	dehydrated
nodded	depended
painted	expected
pointed	folded
potted	left-handed
waited	rated
spotted	rooted

Manner of Breath Stream	Placement of Articulation	
Plosives—the outgoing breath is stopped or hindered and then released (explosive) in order to produce the sounds.	Tongue and Soft Palate Lingua-velar	
	/ k / -v	/ g / +v

Placement

The back portion of the tongue presses against the soft palate and blocks the air.

Faults

In most cases, the / k / and / g / have omission faults in medial and final positions. In addition, the / g / sound may be an addition with the production of ing spelled words (see nasals). This results in an added noise and may be a distracting sound.

An important note to remember is that the x spelling makes either a / ks / sound or a / gz / sound. The rule regarding the x spelling of words is as follows:

/ ks /

1. When the sound that **follows** the x in a word is **voiceless**, the x will make the / ks / sound (voiceless as well).

Example: Explain — / p / is (voiceless); therefore, / ks / is the correct production.

[ɛ k s p l e n]

/ gz /

2. When the sound that **follows** the x in a word is **voiced**, the x will make the / gz / sound (voiced as well).

Example: Exist—all vowels are voiced; therefore, / gz / is the correct production.

[ɛ g z I s t]

Directions: Read the following words that use the / k / sound, and monitor your production to create firm and clear consonant sounds.

/ k /		
Initial Position	Medial Position	Final Position
calendar	academy	ache
captain	accent	antique
cauliflower	accident	ask
cactus	acknowledged	chaotic
coincidental	amplification	check
community	because	clinic
company	bookmark	countersink
congratulations	complexion	economic
continue	discoloration	epidemic
course	inclement	fantastic
culture	incoherent	monarch
custom	inconsiderate	network
kangaroo	liquor	notebook
keep	mechanic	optimistic
kindergarten	nucleus	outrank
kindness	occasional	overwork
kingdom	psychiatry	squeak
quaint	recline	trunk
quantum	uniquely	watermark
quick	weeks	yardstick

*Note the various spelling of the / k / sound; for example: *cake, qualify*.

Directions: Create five sentences that use the / k / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: This weekk, all students will be required to learn how to create and follow accurate directions.

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Read the following words practicing that the / g / sound is firm and clearly produced.

/ g /		
<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
garment	against	analog
gauze	agony	bear hug
gathering	altogether	catalog
glamorous	bilingual	dialogue
glancing	bragging	egg
glass	disagreeable	eggnog
glimmer	distinguish	fatigue
glimpse	English	flag
glossary	fragrance	handbag
gorgeous	hamburger	hot dog
government	legally	iceberg
graceful	magnificent	intrigue
graciously	negligence	league
gradually	penguin	morgue
graduation	photographer	shrug
grapefruit	rectangle	travelogue
gratifying	segment	unclog
greetings	signify	underdog
guidance	unforgiven	waterlog
guide	wineglass	zigzag

Directions: Create five sentences that use the / g / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: On Thanksg**g**iving, it is **g**ood to **g**o home and eat a home-cooked meal and not be a hog**g** about it.

1. _____

2. _____

3. _____

4. _____

5. _____

Practice the /ks/ and /gz/ sounds production by the spelling of the letter x.

/ ks /

explain
extreme
exchange
exclaim
exfoliate
exhale
expand
extra
extravagant
extraordinary

/ gz /

examine
exist
example
exhausted
exam
exile
exudes
executive
exempt
exit

Challenge: preexisting

Create three sentences using the / ks / and / gz / sounds that the spelling of x creates.

1. _____

2. _____

3. _____

Fricatives

Manner of Breath Stream	Placement of Articulation	
Fricatives—the manner of breath stream passes through a narrowing of the oral cavity.	Lip and Teeth Labio-dental	
	/ f / -v	/ v / +v

Placement and Faults

The / f / sound is produced using your upper teeth and lower lip. The air passes through a narrowing of your mouth. The faults that occur with this sound are often substitutions of f/v or f/θ. In many cases, / f / in final position may be omitted.

Example: I'll go if I have to.

Monitor your / f / production by reading the following list of words. Again, it is suggested that you use a voice recorder to monitor your substitutions.

Directions: Read the following list while monitoring your / f / sound production.

/ f /

<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
face	affiliation	autograph
facility	artificial	belief
factory	beautify	choreograph
fantasy	bibliography	cutoff
father	biography	dandruff
favorable	cafeteria	deaf
ferocious	cellophane	enough
figment	coffee	epitaph
five	enforce	giraffe
foliage	infatuated	grief
forgiving	inferior	rough
forward	modification	kerchief
pharmacist	profession	midriff
phenomenal	proficient	paragraph
philosophy	reference	photograph
phobia	refusal	puff
phones	siphon	sheriff
phony	sophisticated	weatherproof
photography	traffic	laugh
physician	after	stuff

Consonant Clusters

These consonant clusters may need some practice!

/ sf /

asphalt
graceful
hemisphere
peaceful
satisfaction
sphere
sphinx
transferable
transform
useful

/ ft /

after
aircraft
drift
fifty
laughed
left
leftovers
softball
thirty
uplift

/ lf /

alphabetic
bullfrog
engulf
self-addressed
self-conscious
selfish
unselfish
welfare
willful
wolf

/ fr /

afraid
careful
fragile
frail
frequency
fried
friendly
frustration
infringe
refrain

/ rf /

barefoot
dwarf
forfeit
imperfection
metamorphosis
orphan
perfectly
performance
perfume
scarf

/ fs /

beliefs
bluffs
cliffs
coughs
cutoffs
graphs
handcuffs
laughs
puffs
scuffs

/ fl /

affluence
beautiful
careful
cauliflower
conflict
flagrant
flammable
flashing
fluctuate
fluid

/ fl /

flying
pamphlet
reflect
roughly
stifle
sunflower
uneventful
useful
waffle
wonderful

Directions: Create five sentences that use the / f / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: You will find the chief financial officer on the fith floor.

1.
2.
3.
4.
5.

Directions: Practice to produce a clear / v / sound.

/v/

Initial Position

vacuum
vague
valedictorian
valid
valued
vandalized
vanish
variety
vegetarian
verification
verse
veterinarian
vine
visiting
vital
vivacious
vocabulary
voluntary
vow
vulnerability

Medial Position

abbreviate
advance
advise
availability
controversial
developmentally
devious
favorite
having
individual
invention
investigate
movement
poverty
prevention
recovery
revenge
seventy
unequivocally
whomever

Final Position

achieve
alive
alternative
behave
believe
deceive
disprove
drove
expensive
festive
imperative
impressive
mauve
motive
negative
preventative
relative
they've
unobtrusive
above

Directions: Create five sentences that use the / v / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions. Read them out loud when completed. Again checking for faults.

Example: Every morning I try to avoid visiting the marvelous new coffee shop because it always makes me twelve minutes late to work.

1. _____

2. _____

3. _____

4. _____

5. _____

Consonant Clusters

These consonant clusters may need some practice!

/vl/

approval
bevel
carnival
civil
festival
gravel
oval
removal
shovel
unravel

/lv/

dissolving
pulverize
resolving
salvage
shelving
silver
solvable
solvent
twelve
velvet

/lvz/

elves
evolves
ourselves
resolves
revolves
selves
shelves
themselves
values
wolves

/rvd/

carved
curved
deserved
observed
preserved
reserved
served
starved
swerved
unnerved

/vz/

craves
gives
grooves
halves
hives
loaves
loves
proves
thieves
thrives

/rv/

preserving
reserve
self-serve
deserve
curve
service
starving
survey
survive
swerve

/lvd/

delved
dissolved
involved
shelved
unsolved

/rvz/

carves
observes
scarves
serves
starves

Manner of Breath Stream	Placement of Articulation	
Fricatives—the manner of breath stream passes through a narrowing of the oral cavity.	Tongue and Teeth Lingua-dental	
	/ θ / -v	/ ð / +v

Placement

To create a clear / θ / or / ð / sound, place the tongue tip slightly between the teeth.

These symbols represent the two distinct sounds that the -th spelling produces:

/ θ / think; / ð / that.

Substitutions may include:

t/θ, d/θ, s/θ, θ/ð, d/ð, z/ð, f/θ

Omissions:

In connected speech, if these sounds are followed by another consonant, as in the phrase “get them,” the / ð / may be omitted.

To create these sounds, the tip of the tongue needs to be lightly placed between the teeth. Monitor the correct production. For the / θ / sound, place your hand in front of your mouth and feel the light breeze. Using a mirror for / θ / and / ð / practice will help you monitor the placement of articulation.

Directions: Practice the following lists of words monitoring the / θ / production.

/ θ /

Initial Position

thank
theft
therapy
thicken
thirty-three
thunder
thermostat
theatrical
theology
thermometer
thunderstorm
thigh
thieves
thumbs
Thursday
through
thick-skinned
thousand
thirteen

Medial Position

bathtub
athlete
toothpaste
author
worthwhile
faithful
something
southwest
amethyst
mythical
marathon
authority
mathematics
hypothesis
authenticity
sympathy
amphitheater
stethoscope
frothy

Final Position

booth
bath
tooth
growth
mouth
warmth
beneath
locksmith
path
sixtieth
health
width
depth
wreath
truth
thirtieth
eleventh
length
millionth

Directions: Create five sentences that use the / θ / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: The truth is that I was thoroughly aware of his gleaming white teeth.

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Practice the following words while monitoring the / ð / sound produced without substitutions.

/ ð /

Initial Position

this
their
than
though
therefore
that
them
they've
they're
then
these
those
themselves
the
they
there
they'd
they'll
thereby
thereafter

Medial Position

bother
clothing
father
weather
southern
smoothly
mother
unworthy
unfathomed
soothes
teething
rhythm
rather
another
nevertheless
altogether
otherwise
brotherly
smithereens
featherweight

Final Position

clothe
loathe
smooth
bathe
breathe
seethe
teethe
swathe
lathe

Directions: Create five sentences that use the / ð / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: The gentleman placed his smooth leather jacket over the chair.

1.
2.
3.
4.
5.

Manner of Breath Stream	Placement of Articulation	
Fricatives—the manner of breath stream passes through a narrowing of the oral cavity.	Tongue and Alveolar Ridge Lingua-alveolar	
	/ s / -v	/ z / +v

Placement

To produce the / s / and / z / sound, place the tip of the tongue slightly behind the alveolar ridge. The sides of the tongue press lightly against the upper teeth.

Faults

Some faults to avoid with the / s / and / z / production:

1. Exaggeration or a hyper / s / where the sound simply “sticks out too much.” Shorten the sound and do not exaggerate. In some cases, the tip of the tongue may be pressing against the upper teeth so the speaker should lower the tongue tip.
2. Consonant clusters with the / s / sound are usually substituted with the / ʃ / sound. For example, *street* may sound like *shstreet*.
3. There may also be confusion where the / z / sound will be substituted with an / s /. For example, *hiss* instead of *hiz*.
4. Review the rules for plural sound production. Practical plural sounds / s /, / z /, and / Iz /. Pages, 105–107.

Directions: Practice these words monitoring the / s / production.

/ s /		
<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
cell	basic	moss
sat	deceive	fleece
sewn	proceed	famous
saga	courtesy	nervous
cycle	emphasis	miraculous
seventh	sensation	vigorous
soccer	participate	arthritis
simmer	capacity	process
suppose	impossible	produce
Saturday	necessarily	sentence
scenery	curiosity	circus
sectional	electricity	centerpiece
summary	classification	sacrifice
symbolize	procedure	since
celebration	undecided	sense
secretary	sunglasses	simultaneous
civilization	officer	ambiguous
supervisory	discipline	prejudice
systematically	dissatisfied	previous
psychologist	massive	shoelace

Directions: Create five sentences that use the / s / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: The simple fact is the hall's capacity will not allow us to invite more than 350 people.

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Practice these words monitoring the / z / production.

/z/

Initial Position

zest
zinc
zombie
xylophone
zodiac
zucchini
zoologist
zebra
zenith
xerox
zoom
zeal
czar
zap
zippy
zillion
zeppelin
zestfully
zigzagging

Medial Position

appraisal
breezy
busy
cozy
crazy
prison
teasing
magazine
residue
reservoir
cosmetic
amusing
easily
appetizer
invisible
observation
miserable
organization
husband

Final Position

blaze
cause
freeze
maize
whose
wise
she's
poise
revise
pillows
excuse
oppose
sneeze
praise
compromise
criticize
apologize
societies
universities

Directions: Create five sentences that use the / z / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: She's preparing a delicious zucchini dish that can easily be prepared in thirty minutes.

1. _____

2. _____

3. _____

4. _____

5. _____

Plurals

Here is how to tell when the plural spellings of s, ss, or es endings make the sound / s /. Look at the last sound in the word before the plural spelling (the root word); in most cases, if the sound is voiceless, then it follows the plural sound will also be voiceless / s /.

Practice the following list of plural words.

stack <u>s</u>	sock <u>s</u>	hook <u>s</u>	bluff <u>s</u>	laugh <u>s</u>
length <u>s</u>	path <u>s</u>	breath <u>s</u>	peanut <u>s</u>	paragraph <u>s</u>
group <u>s</u>	scallop <u>s</u>	drap <u>e</u> s	boat <u>s</u>	fruit <u>s</u>

Here is how to tell when the plural spellings of s, ss, and es make the / z / sound. Look at the root word; if it ends in a voiced sound, then the plural will also be voiced and it will make the / z / sound. All vowel and diphthong sounds are voiced as is / ə / in final position. For example: ir, er, or, ar, or ur. Practice the following list of words.

job <u>s</u>	eye <u>s</u>	car <u>s</u>	clea <u>n</u> s	cool <u>s</u>
tribe <u>s</u>	key <u>s</u>	sweat <u>e</u> r <u>s</u>	groa <u>n</u> s	boil <u>s</u>
bath <u>tub</u> s	glow <u>s</u>	doct <u>or</u> s	sign <u>s</u>	meal <u>s</u>
grad <u>e</u> s	boy <u>s</u>	capt <u>ur</u> e <u>s</u>	bang <u>s</u>	daydream <u>s</u>
hid <u>e</u> s	blue <u>s</u>	stir <u>s</u>	bring <u>s</u>	blossom <u>s</u>
wood <u>s</u>	frie <u>s</u>		swing <u>s</u>	stadium <u>s</u>
bug <u>s</u>				
flag <u>s</u>				
hot dog <u>s</u>				
wav <u>e</u> s				
sleeve <u>s</u>				
grav <u>e</u> s				
teeth <u>s</u>				
loath <u>e</u> s				
bath <u>e</u> s				

Directions: Create three sentences using both the / s / and / z / sound in the final position as they occur in the plural sound of a word.

Example: Potatoes are prepared both as fries or scallops.

1. _____

2. _____

3. _____

/ Iz /

Here is how to tell when the plural sound will have an / Iz / ending sound. If the root word ends in the sounds / s /, / z /, / ʃ /, / tʃ /, / ʒ /, or / dʒ / the final plural sound will be produced as an / Iz / sound.

Practice the following words.

pieces	benches	edges
bases	matches	cages
grazes	punches	judges
buzzes		
squeezes		garage's
finishes		corsage's
eyelashes		concierge's
punishes		sabotages

Directions: Create three sentences using the plural / Iz / sound as it occurs in the plural sound of a word.

Example: Divide the cake into twenty pieces.

1.
2.
3.

Directions: Create three sentences using the three different plural sounds of / s /, / z / and / Iz / in each sentence.

Example: One of his chores is to study for his tests before he passes out.

1. _____

2. _____

3. _____

Consonant clusters that give us trouble! Practice producing a clearly produced / s / sound and not a / ʃ / (sh) sound or omitting one of the consonant sounds in the cluster.

/ st /

stair
stolen
stumble
sturdy
studio
eastern
footstep
distant
custody
understood
coast
taste
just
unnoticed
littlest

/ sl /

slide
slate
sliver
slippery
slightly
asleep
useless
carelessly
purposely
dislocation
utensil
axle
counsel
colossal
rehearsal

/ str /

straight
strange
straw
street
struggle
abstract
instruct
pastry
destroy
frustrate
industrial
illustration
tapestry
distraction
chemistry

/ sts / Final Position

blasts
tests
nests
posts
detests
guests
consists

Hint: Produce the / ts / as one sound.

requests
forests
invests
exists
twists
pastes
lasts

gusts
dusts
resists
exhausts
adjusts
artists

Manner of Breath Stream	Placement of Articulation	
Fricatives—the manner of breath stream passes through a narrowing of the oral cavity.	Tongue and Hard Palate Lingua-palatal	
	/ ʃ / -v	/ ʒ / +v

Placement

To produce these sounds the sides of the tongue reach to the sides of the palate or gum ridge area; the tongue affixes rather firmly.

Produce the / ʃ / sound as -sh. There are other spellings that also produce the / ʃ / sound.

See word list.

Substitutions

- ʒ/ʃ clinician
- s/ʒ pleasure
- s/ʃ leisure
- z/ʒ unusual
- ʃ/tʃ watch
- ʒ/dʒ large

Directions: Practice the following list of words and monitor the /ʃ/ sound produced.

/ʃ/

Initial Position

shake
chef
shatter
shortly
shoulder
shower
chandelier
chivalry
chaperone
sugary
showy
shovel
chiffon
shady
shopper
shocking
champagne
chauffer
shelf
shiver

Medial Position

action
ashes
partial
wishful
solution
commercial
pressure
quotation
omission
financial
comprehension
participation
congratulations
establishment
politician
ricochet
vivacious
parachute
clinician
mansion

Final Position

brush
fresh
swish
sluggish
unleash
cherish
finish
lavish
plush
hush
accomplish
astonish
unselfish
outlandish
wash
blemish
garish
perish
flash
anguish

Directions: Create five sentences that use the /ʃ/ sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: Most people vacation at the shore to replenish their energy during the summer months.

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Practice producing the sound / ʒ / clearly without substitutions.

/ ʒ /

Initial Position

genre

Medial Position

fusion
pleasure
measure
treasure
leisure
version
regime
vision
lesion
azure
casual
illusion
hosiery
collision
usual
supervision
visualize
television
occasion
persuasion

Final Position

garage
rouge
loge
camouflage
corsage
massage
mirage
prestige
concierge
decoupage
sabotage
entourage
beige
fuselage
barrage

Directions: Create three sentences that use the / ʒ / sound in both the medial and final positions within each sentence.

Example: It was a pleasure to meet up with a long time high school graduate in the parking garage of our local mall.

1. _____

2. _____

3. _____

Manner of Breath Stream	Placement of Articulation
Fricatives—the manner of breath stream passes through a narrowing of the oral cavity.	Glottis (the space between your vocal folds)
	/ h / -v

Placement

The vocal folds are brought together to create a friction sound before the vowel sound that follows. It is a very relaxed sound.

Faults

The / h / sound is often omitted in the initial position on the words such as *huge* and *human*.

Directions: Practice the following list of words and monitor the / h / sound produced.

/ h /

Initial Position

home
hiding
have
harried
who
hermit
whom
horrid
hygiene
hamburger
heredity
humiliation
hyena
however
hurry
hundred
helicopter
handwriting
harmful
hollow

Medial Position

adhere
behave
behind
manhunt
behavior
any how
doll house
bell hop
rehearsing
inherit
unhappy
mahogany
exhalation
inhumane
inherent
greenhouse
downhill
behold
rehash
cohort

Directions: Create three sentences that use the / h / sound in both the medial and final positions within each sentence.

Example: We are rehearsing for a holiday play. We hoped it to be a huge success.

1. _____

2. _____

3. _____

Nasals

Manner of Breath Stream	Placement of Articulation
Nasals—the manner of breath stream is produced in the nasal cavity.	Lips Bilabial
	/ m / +v

Placement

To produce the / m / sound, press the lips slightly together. The air is forced through the nasal cavity producing a humming sound.

Nasal sounds may often be omitted in final position. Nasal sounds are very pleasing for the listener. Nasal consonant sounds are very pleasing for the listener.

Directions: Practice the following list of words and monitor the / m / sound produced.

/ m /

<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
mail	almost	crime
meant	among	room
mood	climber	scream
machine	cement	stream
marry	somber	thumb
mural	moment	problem
mechanic	hammer	redeem
maneuver	common	springtime
mysterious	swimmer	maximum
memorization	consumer	calcium
miserable	camera	monogram
marshmallow	domestic	journalism
magnificent	tumble	auditorium
meander	numerous	linoleum
morbid	administer	symptom
measure	simultaneous	income
maybe	immediately	overtime
musician	parameter	coliseum
magazine	ultimate	emblem
miscellaneous	submarine	extreme

Directions: Create three sentences that use the / m / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: Most painful is to hit your thumb with a hammer.

1. _____

2. _____

3. _____

Manner of Breath Stream	Placement of Articulation
Nasals—the manner of breath stream is produced in the nasal cavity.	Tongue and Alveolar Ridge Lingua-alveolar
	/ n / +V

Placement

To produce the / n / sound, the tip of the tongue will need to reach the alveolar ridge. The air will resonate behind the lifted tongue and be vibrated in the nose.

Faults

n/η This substitution is mainly in final position as in the following example:

hangin / hanging

This substitution may also exist in medial position in the example ringing.

There are also additions of g for ng in final postion (spellings):

long—[lɒŋ] not [lɒŋg]. This fault is called an ng click.

Directions: Practice the following list of words and monitor the / n / sound produced.

/ n /		
<i>Initial Position</i>	<i>Medial Position</i>	<i>Final Position</i>
nap	any	an
noon	panic	grain
note	penny	dawn
gnarl	tennis	stone
knife	lemonade	when
knob	volcano	children
neighbor	scenery	human
neutral	generous	listen
nothing	cinnamon	lion
number	another	unknown
natural	generation	within
pneumonia	honorable	generation
necessity	unhappiness	nomination
nonviolence	inadequately	satisfaction
negotiate	manually	complication
nectarine	innocent	overgrown
national	rainy	telephone
nemesis	innate	rotten
nowhere	cannot	mountain
novel	lightening	afternoon

Directions: Create three sentences that use the / n / sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions.

Example: The nine love letters were writtenn by an nonymous personn.

1. _____

2. _____

3. _____

Manner of Breath Stream	Placement of Articulation
Nasals—the manner of breath stream is produced in the nasal cavity.	Tongue and Soft Palate Lingua-velar
	/ ŋ / +V

Placement

To produce the / ŋ / sound, most of the air is vibrating in the nasal cavity. The back of the tongue is in firm contact with the soft palate.

Substitutions Include

n/ ŋ In final position, the ng spelling is to be produced as / ŋ / long. Practice saying the word *monkey*; isolate the sound the nk spelling creates. In final position, the / ŋ / is often substituted with /n/. For example:

jumpin / jumping
 havin / having
 parkin / parking
 bein / being

Directions: Practice the following list of words and monitor the / ŋ / sound produced.

/ ŋ /

Medial Position

anger
kingdom
longer
finger
hanger
monkey
blinking
conquer
wrinkle
trunk
stronger
length
strength
elongate
shrunk
bank
think
songs
swings
paintings

Final Position

bring
cling
tongue
being
belonging
evening
tying
rewarding
hollering
string
asking
morning
bellowing
collapsing
lingering
hang
ring
song
sang
wing

Directions: Create five sentences that use the / ŋ / sound in both the medial and final positions within each sentence.

Example: It is better to hang a picture on a short length of picture hanging wire.

1. _____

2. _____

3. _____

4. _____

5. _____

Note

When ng spellings appear in the medial position, at times, it is correct to produce /ŋ/ and /g/.

Rule:

1. Look at the word including the spelling ng/ is it a complete word?
For example: finger / Is this a complete word? No. Therefore you will articulate the ng as well as the g sound.
2. Another example: hanger / Is it a complete word? Yes. Therefore you will NOT articulate the g sound.

Lateral

Manner of Breath Stream	Placement of Articulation
Lateral—the manner of breath stream escapes from the side of the mouth.	Tongue and Alveolar Ridge Lingua-alveolar
	/ l / +v

Placement

The correct placement for the / l / sound is the tip of the tongue and the alveolar ridge.

Faults

When the / l / sound is in the final position, you may incorrectly use the tongue and hard palate to create the / l / sound, thereby producing a dark / l /.

Directions: Practice the following words monitoring the tip of your tongue on the alveolar ridge, especially on consonant clusters and final position / l / production.

//

Initial Position

lemon
lesson
leopard
lenses
law
lobster
lawn
long-term
layer
labels
latest
looking
leaf
leaky
life
licensed
looting
lucid
lukewarm
linger

Medial Position

allow
ably
likely
awfully
dollar
island
ruler
pillow
eleven
family
tulip
salary
salad
balloon
umbrella
helping
smelling
barley
boldly
blandly

Final Position

pull
doll
dull
style
school
baseball
eggshell
wheel
propel
hotel
worthwhile
compile
oatmeal
unseal
surreal
ample
bottle
barrel
faithful
eagle

Directions: Create five sentences that use the /l/ sound in the initial, medial, and final positions. Make sure that each sentence uses words incorporating all three positions. Monitor your final position /l/ production, and use your text for word lists.

Example: The lecture last evening was quite dull; in fact, it bordered on lifeless.

1. _____

2. _____

3. _____

4. _____

5. _____

Glides

Manner of Breath Stream	Placement of Articulation
Glides—the manner of breath stream begins with a consonant sound and <i>continues</i> toward the next sound.	Lips Bilabial
	/ w / +v

NOTE: The voiceless / M / sound of the / wh / spellings is often considered overpercision.

In certain cases it is difficult to determine where a consonant ends and a vowel is formed because of the constriction of the articulators that glide toward or away from a vowel sound. There are three glides:

- /w/ **w**ater
- /r/ **r**oses
- /j/ **y**ellow

Placement

To produce the / w / sound, the lips glide from this position into the next position—continuing toward the vowel sound that follows. If a word is followed by an r spelling, like *write*, then the / w / is silent. At the ends of words like *low*, the / w / is silent. It is also silent in words like *toward*, *sword*, and *two*.

Faults

The / w / sound may sometimes be substituted by / v / or / r /.

Directions: Practice the following list of words and monitor the / w / sound produced.

/ w /

Initial Position

weave
want
war
wedding
won
wife
wooden
waterfall
wonderful
watermelon
wishy-washy
weather
white
while
whatever
whimsical
weakness
wintergreen
wobble

Medial Position

await
causeway
network
sidewalk
unworn
unwilling
rewarded
quench
quite
quadrant
penguin
language
quiet
backward
disqualifying
equality
farewell
forward

Directions: Create five sentences that use the / w / sound in both the initial and medial positions within each sentence.

Example: I was right there when I saw this woman quit her job.

1. _____

2. _____

3. _____

4. _____

5. _____

Manner of Breath Stream	Placement of Articulation
Glides—the manner of breath stream begins with a consonant sound and <i>continues</i> toward the next sound.	Tongue and Hard Palate Lingua-palatal
	/ r / +v

Placement

The / r / sound is a retractable sound. Meaning that the tongue moves back in the mouth before it moves slightly forward.

Faults

It may at times be substituted with / w / / l /, or it may have the addition of a trill / ʀ /. It may be an addition to words that end in, / ɔ / or / ə /. For example, *law* becomes *lawr* or *idea* becomes *idear*.

Directions: Practice the following list of words and monitor the / r / sound produced.

/ r /

Initial Position

race
wrong
round
rampant
radish
riddle
refuse
reasonable
receiver
reflection
royalty
romantic
rectangular
recommendation
ridiculous
recipient
remedy
raspberry
radio
really

Medial Position

around
barrel
berry
barracks
marry
marine
hurry
narrow
nourish
pirate
parallel
courageous
clarity
theory
various
voluntary
peculiarity
interruption
irregular
verify

Final Position

The r in final position is not the
sound /r/. It is the sound /ə/.
er spellings
ar spellings
or spellings
ir spellings
ur spellings
ear spellings
All sound like /ə/

Directions: Create five sentences that use the / r / sound in both the initial and medial positions within each sentence.

Example: The baseball team ran around the arena several times to warm up.

1.

2.

3.

4.

5.

Manner of Breath Stream	Placement of Articulation
Glides—the manner of breath stream begins with a consonant sound and <i>continues</i> toward the next sound.	Tongue and Hard Palate Lingua-palatal
	/ j / +V

Placement

To produce the / j / sound, the tip of the tongue is behind the lower front teeth. The sides of the tongue raise to meet the upper teeth, and the tongue glides from there to the next vowel position.

Faults

Substitutions: dʒ/j

Sometimes the / j / sound may be substituted by the /dʒ/ sound. For example, *mayor* becomes *major*.

Additions of / j / before a vowel. At times, the / j / may be added before a vowel. For example, *I am* becomes *I yam*.

Omissions: after the / l / sound.

This may include rebellion, billion.

Directions: Practice the following list of words and monitor the / j / sound produced.

/j/

Initial Position

youth
year
yogurt
yesterday
yield
yes
yearning
yelper
yourself
yippee
yellow
yummy
yawn
you're
young
yet
yardage
yammer
yodel
yonder

Medial Position

backyard
billion
buoyant
coyote
stallion
million
onion
behavior
ingenious
convenience
lumberyard
cotillion
familiar
junior
kayak
vineyard
genius
papaya
bullion
minion

Final Position

The / y / spellings
are produced as / I /
in connected speech
or / i / in isolation

Directions: Create five sentences that use the / j / sound in both the initial and medial positions within each sentence.

Example: During the school year he became a millionaire.

1. _____

2. _____

3. _____

4. _____

5. _____

Affricates

Manner of Breath Stream	Placement of Articulation
Affricates—the manner of breath stream starts with a sound, and adds another sound to it to come up with the third sound.	Tongue and Hard Palate Lingua-palatal
	/ tʃ / / dʒ / -V +V

Placement

The tongue tip and blade of the tongue meet with the hard palate to produce the / tʃ / and / dʒ / sounds. As the phonetic symbols suggest the sounds are created by using two consonant sounds.

Faults

These are the common substitutions.

ʃ/tʃ As in the word chicken.

tʃ/dʒ As in the word edge.

ʒ/dʒ As in the word garbage.

j/ʒ As in the word major.

Directions: Practice the following list of words and monitor the / tʃ / sound produced.

/ tʃ /

Initial Position

chair
choose
chapter
channel
cheerful
champion
charitable
chicory
changeable
childhood
challenge
chairman
chase
children
cherish
chowder
chummy
cheaper
charcoal
chatter

Medial Position

bunches
capture
coaches
creature
inches
nature
posture
teaching
signature
approachable
spiritual
temperature
habitual
detachable
cultural
mutual
furniture
enchanted
treacherous
kitchenette

Final Position

batch
itch
much
sketch
sandwich
butterscotch
arch
research
church
lurch
attach
enrich
catch
lunch
watch
crunch
which
witch
stitch
punch

Directions: Create five sentences that use the / tʃ / sound in the initial, medial, and final positions within each sentence.

Example: Each of the children were seated in the kitchen eating their lunch.

1.
2.
3.
4.
5.

Directions: Practice the following list of words and monitor the / dʒ / sound produced.

/ dʒ /

Initial Position

jade
jaw
gem
juice
gesture
giant
gypsy
jacket
jewel
jovial
justify
gigantic
gentleman
generally
journalism
jealousy
giraffe
general
generation
geography

Medial Position

aging
budget
cages
legend
reject
wager
endangered
imagined
origin
logical
strategic
exaggerate
registration
original
apologize
advantageous
religion
objection
fugitive
engagement

Final Position

page
pledge
edge
baggage
garbage
voyage
language
knowledge
indulge
luggage
manage
marriage
privilege
heritage
change
hinge
lounge
sponge
orange
rearrange

Directions: Create five sentences that use the / dʒ / sound in initial, medial, and final positions within each sentence.

Example: Jim made strange birthday arrangements as a joke.

1. _____

2. _____

3. _____

4. _____

5. _____

TEST 1: ARTICULATION

Prose Passage

Read the following passage aloud. It contains most sounds of American English in the initial, medial, and final positions in which they usually occur.

The weather-bureau forecast was now: “Gray skies today. Snow predicted, followed by singular thaw. Driving hazardous; use chains.”

Yet the judge was due at the college. Why? To introduce the thirty-two charming and sensational *Pure Voice* singers from Bath, England ranging in age from five-and-a-half to sixteen. They were in America for their eighth yearly tour. Since bringing them to the campus (to sing each Tuesday throughout February and March) was the judge’s idea, he was appointed “official host.”

Anyone of lesser integrity or stamina, aware of an approaching storm, might, perhaps, shirk the job. Not our law interpreter. He was an earnest man of immeasurable stature, zest, and talent; author of *White Onions and Oysters in Oil*; artist—three shows; founder of “Settler’s Opera House”; and an African fish breeder. A man to imbue youth everywhere with awe; a man to emulate.

He’d get out to the school somehow. Nothing would deter him. But he knew few others would be rash enough to dare the trip. Suddenly, all irksome worries fled. He began to breathe with ease. He oozed confidence. His eyes lit up. Beyond a doubt, his urbane aunt, who feared storms, would hardly venture anywhere in cab or car. Her presence did not usually annoy him. It was only that making speeches before a teacher unnerved the jurist.

Full of joy, he got into his big, old, beige car and zoomed out of the garage into the fog.

Source: *Speech Improvement: A Practical Program*, by Merritt Jones and Mary Pettas.

ASSIGNMENT 3

Write and prepare in advance one of the following (10 percent of your grade):

- ▶ a writing blurb (the kind that describes a book or an author)
- ▶ a book review
- ▶ a children's book review or a children's book blurb
- ▶ a biography
- ▶ a journal article
- ▶ a newspaper article
- ▶ a magazine article

The assignment must be one to one-and-a-half page(s). Remember to type accordingly in twelve-point font and double spaced; thereby, enabling you to use the script markings and any articulation markings you may need in order to enhance your reading. You will need two copies. Demonstrate Standard American English consonant sounds and narrator's voice. Use script markings to help you use effective pausing and phrasing and highlight speech sounds which cause you to have substitutions and omissions. Your rate should be about 90 words per minute with no articulation faults.

Name: _____

Date: _____

VOICE AND DICTION EVALUATION SHEET

Assignments 3 and 4

Adaption

- | | | | | | |
|---|---|---|---|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | Reading selection |
| 1 | 2 | 3 | 4 | 5 | Audience |
| 1 | 2 | 3 | 4 | 5 | Situation |

Delivery

- | | | | | | |
|---|---|---|---|---|------------------|
| 1 | 2 | 3 | 4 | 5 | Volume |
| 1 | 2 | 3 | 4 | 5 | Pitch |
| 1 | 2 | 3 | 4 | 5 | Duration |
| 1 | 2 | 3 | 4 | 5 | Quality |
| 1 | 2 | 3 | 4 | 5 | Vocal variety |
| 1 | 2 | 3 | 4 | 5 | Pronunciation |
| 1 | 2 | 3 | 4 | 5 | Choppy or fluent |

Application

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Appropriateness/script markings and highlighting |
| 1 | 2 | 3 | 4 | 5 | Timing |
| 1 | 2 | 3 | 4 | 5 | Transitions |
| 1 | 2 | 3 | 4 | 5 | Organization |

Articulation

- | | | | | | |
|---|---|---|---|---|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | Plosives |
| 1 | 2 | 3 | 4 | 5 | Nasals |
| 1 | 2 | 3 | 4 | 5 | Fricatives |
| 1 | 2 | 3 | 4 | 5 | Glides / Lateral / Affricates |
| 1 | 2 | 3 | 4 | 5 | Articulation vowels |
| 1 | 2 | 3 | 4 | 5 | Articulation diphthongs |

Comments:

Vowels

Vowels are produced by changing the size, shape, and texture of your oral cavity. The quality of the sound will be determined by the modification of the resonating chamber. The more relaxed and shaped the oral cavity is, the more the vowel sound will carry a pleasurable, distinct quality. All vowel sounds are voiced. Using duration techniques and elongating certain vowel sounds will enhance and reinforce the overtones. The position and height of the tongue along with muscle tension and lip rounding or spreading are the other characteristics used in producing a vowel sound with forward focus.

Diphthongs

Diphthongs are two vowel sounds combined. The production of a diphthong is the same as a vowel sound.

Faults

Distortions are a change in the sound.

Nasalization Vowels and Diphthongs

Nasalization occurs when the vowel sounds are produced in the nasal cavity. This impurity of sound changes the pleasurable sound to one that has distractions. When measured, it does not prove to be a pure sound.

The following are the common vowel and diphthong sounds that we will work on to reduce nasality.

/ æ /, / ɔ /, / aɪ /, / aʊ /, and / ɑ / / ɔɪ /

The phonetic symbol for nasalized sound is a ~ over the phonetic vowel or diphthong symbol

/ æ̃ / and [æ̃ nd] signifies a nasalized vowel; [æ nd] pure vowel

Substitutions

There may be some substitutions within vowel sounds, confusing one sound with another due to other languages spoken, environmental or local speech behavior, or the complexity of the sound itself.

You may work on these substitutions using the voice and diction textbook and the listening material.

Examples

i/I — *it* becomes *eat*

I/ε — *pen* becomes *pin*

æ/ε — *and* becomes *end*

ɔ/ɔ̃ — *water* becomes *wata*

ε/e or eI — *take* becomes *tek*

Additions

There may be times where a consonant sound may be added to an existing vowel sound. These additions technically cause an impurity of the sound.

/ wə / add to / ɔ / — *dog* becomes *dwəg* [dwɔəg]

w/ə added to / u / — *school* becomes *schwal* [skuwəI]

/ ə / added to / I / — *feel* becomes *feal* [fiəl]

Omissions

In conversational speech, it is easy to have slack articulation or the omissions of final sounds.

In words that end with vowel or diphthong sounds, it is good practice to elongate them a bit rather than have them fade.

Example

die	how	go
sky	joy	he
see	you	to
destroy	believe	idea