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| Q.1 Abbreviation –Pl Refer this site www.**abbreviations**.com  Q2.What is effective speaking |

Good public speaking is simply the art of good conversation carried a step or two beyond the usual. It is largely through the spoken word that we communicate with each other, develop understanding, exchange knowledge and find mutually acceptable goals. Through effective public speaking we can encourage, teach, entertain and inspire others.  
  
If we look for the principles that are the basis of intelligent conversation we will find the principles of effective public speaking.  
  
In chatting with friends we speak naturally, directly and spontaneously. Whether we are standing or sitting we move about quite freely.

When we talk in a small group such as our family, describing an experience or attempting to persuade them that some idea of ours is a good one, we use simple, direct language and we look at every member of the group as we talk.  
  
In a larger group, such as a club, most conversations are on the same basis, except that we are likely to concentrate on a single subject of common interest. The members of the club group direct their thinking toward the special purpose for which they are meeting and choose their words more carefully than they do in casual conversation.  
  
In speaking to an audience all these principles of good conversation are followed and, in addition, we must be sure to speak loudly enough for everyone to hear.

Effective speaking then is simply  
persuasive conversation developed and adapted to fit the occasion, further a special purpose, and suit the people who listen.  
  
Since all of us practice conversation every day in chatting with our friends or conferring with our families, we already possess the fundamental skills of public speaking. We need only concern ourselves with the slightly altered techniques that apply to making sure that we are understood by a larger group of people.

**Speaking skills: -** Speech mechanism, organs of speech, production and classification of

speech sounds, phonetic transcription, skills of effective speaking, components of an

effective talk, oral presentation and the role of audio visual aids in it.

**Speech**

The human apparatus concerned with speech production and perception is complex and uses many important organs - The lungs, mouth, nose, ears controlling muscles and the brain

The vocal tract and vocal cord play a major role in speech production. The vocal tract consists of several organs and muscles which are regularly monitored and carefuly controlled by the speech centers i.e brain. The precise controlling is achieved by internal feedback in the brain. As an example auditory feedback helps us to ensure that we are producing the correct speech sounds and that they are of the correct intensity for the environment. Speech sounds are produced when air is exhaled from the lungs and causes either vibration of vocal cord or turbulence at some point of contriction in the vocal tract. The shape of the vocal tract influences the sound harmonics. The way in which the vocal cord is vibrated and the shape of the vocal tract is varied in order to produce a range of speech sounds with which we are familiar .

**Speech and Vocal Cord**

The vocal cord is situated in larynx called the adams apple.The vocal cord is the source for speech production in humans. It generates two kinds of speech sounds these are voiced and unvoiced. The vibration of vocal cords produces the sound called the voicing and the unvoiced sound due to turbulence of flow of air at a constriction at all possible sites in the vocal tract.

**Speech and Vocal Tract**

The vocal tract is divided into two parts, first one is called the oral tract which is highly mobile and consists of the tongue, pharynx, plate, lips, and jaw etc. The position of these organs are varied to produce different speech sounds, which we hear as the radiation from the lips or nostrils. The second one is the nasal tract where is immobile but is coupled with oral tract by changing the position of the velum. The shape of the vocal tract responds better for some basic frequency produced by vocal cord than others, this is the essential mechanism for the production of different speech sounds.

**Language and Speech**

The purpose of speaking is to convey meaningful ideas to the listener. In order to do this, the listener should be able to interpret the meaning of the spoken sounds. One way of doing this is by providing a coding mechanism with set of rules enabling the listener to interpret the meaning of the speech. The human being uses linguistics as the tool for coding the information. The coding mechanism is not starightforward. The new ideas are converted into linguist structure. This requires selection of appropriate words, pharses. These words are ordered in sequence according to grammatical rules.

**Sounds and speech**

From the linguistic point of view the smallest speech unit is known as phonemes, which indicates a different in meaning and is normally written between slashes as for example /m/ in hum. In fact the sounds produced for individual phonemes vary depending on where it appears in a word, phonemes sets are different for different languages, as for example about 40 phonemes are sufficient to discriminate between all the sounds made in British english.

Phonemes are characterised in to six different groups. These are the vowels ,dipthongs,semi vowels, stop constant, fricative and affricative. The grouping of these phonemes is based on the way these sounds are produced. Each phonemes is a combined version of the first three dominant formanat frequency which is originated due to vibration of the vocal cord. However the formanat frequency largely vary depending on the speaker.

**Speech Mechanism**

 It is a fact beyond dispute that speech is a dynamic process in which all sounds which come from the mouth and nose are the result of interruptions and/or modifications of a stream of air moving from the lungs through:– trachea– larynx– pharynx– oral cavity– nasal cavity. Ladefoged states that the speech production mechanisms as a whole shows four main components**: the airstream process ,the phonation process, the ora-nasal process, and the articulatory process**. Moreover, speech production depends on air movement into or out of the vocal trachea which contains the speech organs that are used in the production of different types of sounds . The organ which is responsible for generating the air stream is called initiator. There are three types of initiators used in the production of speech sounds: a-the diaphragm and the lungs , b-the glottis and the larynx c- the tongue

 2. Each initiator can act by increasing pressure in the airstream or reducing it with suction .These changes in pressure are inseparablyconnected with the direction of air flow .Thus, we distinguish:1-Egressive ( outward) air flow

2-ingressive (inward ) air flowTypes of air stream Mechanism1-Pulmonic air stream mechanismAlmost all sounds we make in speaking are created with the help of aircompressed by the lungs. The adjective used for this lung-createdairstream is pulmonic . The pulmonic airstream may be ingressive (as inbreathing in ) but for speaking is pracyically always egressive . Characteristics of pulmonic egressive:0 -In pulmonic egressive the air is pushed out of the lungs by the ribs and diaphragm.0-It represents the normal mode and basis of all normal speech in all languages .0-It is easy to control and it requires less articulatory effort than the others .

 - They might be dental ,lateral depending on what part of the tongue used to release the confined air .

* produced by means of a double closure ,the back of the tongue against the velum ( velar closure) and the tip of the tongue against the alveolar ridge (dental closure )
* The cavity within these closures is enlarged by the centre of the tongue movement.Velaric egressive It is possible to cause the airstream to flow outward by raising the tongue and squeezing the contained body of air but this possibilityis not actually used in any known languages..

 ROLE OF SPEECH SOUNDS The basic knowledge a speaker should learn before he learns language is to recognize what the language he aims to learn sounds like. It is only then that he would be able to distinguish it's differences and even its common traits with others from various groups or families of language. This point merely proves that to know a language also means to know the sounds of a language

.

 5. PHONETICS:

Phonetics is a branch of linguistics that aims to study andϖ describe the sounds and forms of both spoken and sign language respectively. They could also be referred to as sound differences. From thisϖ information, it could be surmised that phonetics is mainly concerned with the production, description and differentiation of speech sounds.

 6. PHONETICS To the beginner, phonetics and phonology might be confused toϖ be the same discipline or study. However, upon closer study, it should be noted that phonology concerns itself with phonemes, abstract cognitive units of speech and signs of language. Phonetics, on the other hand, concerns itself with speech sounds, phones, syllables, consonants and vowels. It also places utmost importance in the movement of the vocal tract as speech sounds are produced. .

# Introduction to phonetic transcription

With phonetic transcriptions, dictionaries tell you about the [pronunciation](http://www.antimoon.com/words/pronunciation-n.htm) of words. In English dictionaries, phonetic transcriptions are necessary, because the spelling of an English word does not tell you how you should [pronounce](http://www.antimoon.com/words/pronounce-v.htm) it.

Phonetic transcriptions are usually written in the *International Phonetic Alphabet* (IPA), in which each English sound has its own symbol. (You can take a look at a chart with all the [English sounds and their IPA symbols](http://www.antimoon.com/how/pronunc-soundsipa.htm#chart).)

For example, the IPA-based phonetic transcription of [*no*](javascript:play('no')) is noʊ, and the transcription of [*do*](javascript:play('do')) is duː. Note that in spelling, these words are similar. They both end in the letter *o*. But their phonetic transcriptions are different, because they are [pronounced](http://www.antimoon.com/words/pronounce-v.htm) differently.

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## Word stress

When a word has many syllables, one of them is always [pronounced](http://www.antimoon.com/words/pronounce-v.htm) more strongly. This is called *word stress*, and we say that the syllable is *stressed*. For example, in the word [*become*](javascript:play('become')), the stressed syllable is *come*. If the stressed syllable was *be*, *become* would be [pronounced](http://www.antimoon.com/words/pronounce-v.htm) [like this](javascript:play('_become')).

Dictionaries tell you which syllable is stressed. The most popular system is to put a vertical line (ˈ) *before* the stressed syllable in the phonetic transcription of the word. For example, the transcription for [*become*](javascript:play('become')) is /bɪˈkʌm/.

If a word has only one syllable (examples: *pen*, *watch*), dictionaries usually do not put the ˈ stress mark before it. So they don’t write /ˈpen/ — they simply write /pen/.

Some dictionaries use other systems for showing word stress. For example, they may put ˈ *after* the stressed syllable, or they may underline the stressed syllable.

## A demonstration

Have a look at our [demonstration of the phonetic transcription system](http://www.antimoon.com/how/pronunctransdemo.htm). You can read the transcriptions of some English words and listen to their pronunciations at the same time.

## Representing differences between British and American English

Many words are pronounced differently in British and American English. Of course, these differences must be reflected in phonetic transcriptions. There are two basic ways to do this:

* Separate transcriptions for British and American English, for example:

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| *go* | BrE /gəʊ/, AmE /goʊ/ |
| *mother* | BrE /ˈmʌðəʳ/, AmE /ˈmʌðər/ (or /ˈmʌðɚ/) |

* This system is used in [advanced learner’s dictionaries](http://www.antimoon.com/how/learners-dictionaries-review.htm) from Longman, Oxford and Cambridge. The problem with this system is that you have to write two transcriptions for most words, which takes up a lot of space.
* One “compromise” transcription for both British and American English. This is done by using mostly British phoneme symbols plus the ʳ symbol.

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* In this system, transcriptions are shorter, but the reader has to know that, in American English, ɒ changes to ɑ: and ʳ changes to r. This system is used e.g. in the [Collins COBUILD Advanced Learner’s English Dictionary](http://www.antimoon.com/how/cobuild-review.htm) and in many places on Antimoon.

## Should you learn phonetic transcription?

Today, nearly all good English dictionaries have audio recordings. If you can listen to any English word as it is pronounced by a native speaker, why should you care about phonetic transcriptions? Here are a few reasons:

* If you want to have good English pronunciation, you have to learn and practice all the English sounds anyway. If you’re going to learn each sound in the [English sound chart](http://www.antimoon.com/how/pronunc-soundsipa.htm), you might as well learn its symbol – **it doesn’t take that much extra effort**.
* When listening to a recording, sometimes you’re not sure whether you heard ʊ or ə, ɒ or ʌ, s or z, etc. This can happen due to lack of experience, due to poor audio quality in a particular recording, or both. Reading the transcription **can make things clear** because it lets you see all the sounds in a word.
* Dictionaries have more transcriptions than recordings. For example, the transcriptions may show two ways to pronounce a word, but the recording will show only one. If you can read phonetic transcriptions, you can get **more information** out of a dictionary.
* On the Internet, people use phonetic transcription to **discuss pronunciation problems**. If you want to join the discussion, or ask questions, you have to know the transcription system.
* There are **situations when you cannot listen to sound** – for example, the computer you’re using has no speakers, you don’t want to disturb other people, you are in a noisy environment and can’t hear the sound, you only have access to a paper dictionary, etc. Even if you can use audio, a glance at the transcription can be faster than clicking a button and listening to a recording.

In short, you can learn good English pronunciation without knowing the IPA symbols for English sounds, but learning those symbols is not that hard and you get a few nice benefits in return.

# Demonstration of phonetic transcription

This page shows you how to read and write the [phonetic transcriptions](http://www.antimoon.com/how/pronunc-trans.htm) of English words. Dictionaries use phonetic transcriptions to tell you how you should pronounce words.

All the transcriptions on this page are written in the phonemic system used in most dictionaries for English learners. They use symbols of the International Phonetic Alphabet (IPA). All the pronunciations are written with “universal” (British-American) symbols, but are spoken in American English. For example, *their* is transcribed as /ðeəʳ/, and the r sound is heard in the recording.

For more information, look at the [table with English sounds and IPA symbols](http://www.antimoon.com/how/pronunc-soundsipa.htm).

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| that | ðæt | however | haʊˈevəʳ |
| difficult | ˈdɪfɪkəlt | another | əˈnʌðəʳ |
| you | ju: | again | əˈgen |
| which | wɪtʃ | world | wɜ:ʳld |
| their | ðeəʳ | area | ˈeəriə |
| about | əˈbaʊt | psychology | saɪˈkɒlədʒi |
| photo | ˈfoʊtoʊ | course | kɔ:ʳs |
| should | ʃʊd | company | ˈkʌmpəni |
| people | ˈpi:pəl | under | ˈʌndəʳ |
| also | ˈɔ:lsoʊ | problem | ˈprɒbləm |
| between | bɪˈtwi:n | never | ˈnevəʳ |
| many | ˈmeni | service | ˈsɜ:ʳvɪs |
| thicker | ˈθɪkəʳ | something | ˈsʌmθɪŋ |
| child | tʃaɪld | place | pleɪs |
| hear | hɪəʳ | point | pɔɪnt |
| system | ˈsɪstəm | provide | prəˈvaɪd |
| group | gru:p | large | lɑ:ʳdʒ |
| number | ˈnʌmbəʳ | general | ˈdʒenərəl |

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| always | ˈɔ:lweɪz | head | hed |
| next | nekst | information | ɪnfəʳ ˈmeɪʃən |
| quick | kwɪk | question | ˈkwestʃən |
| nervous | ˈnɜ:ʳvəs | business | ˈbɪznɪs |
| local | ˈloʊkəl | power | ˈpaʊəʳ |
| during | ˈdjʊərɪŋ | change | tʃeɪndʒ |
| although | ɔ:lˈðoʊ | move | mu:v |
| who | hu: | book | bʊk |
| example | ɪgˈzæmpəl | development | dɪˈveləpmənt |
| rather | ˈræðəʳ | young | jʌŋ |
| social | ˈsoʊʃəl | national | ˈnæʃənəl |
| write | raɪt | water | ˈwɔ:təʳ |
| percent | pəʳ ˈsent | yet | jet |
| guest | gest | perhaps | pəʳ ˈhæps |
| both | boʊθ | until | ʌnˈtɪl |
| every | ˈevri | control | kənˈtroʊl |
| month | mʌnθ | include | ɪnˈklu:d |
| important | ɪmˈpɔ:ʳtənt | believe | bɪˈli:v |

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|  | |  | |
| allow | əˈlaʊ | person | ˈpɜ:ʳsən |
| stand | stænd | once | wʌns |
| idea | aɪˈdi:ə | police | pəˈli:s |
| character | ˈkærɪktəʳ | lose | lu:z |
| result | rɪˈzʌlt | position | pəˈzɪʃən |
| happen | ˈhæpən | industry | ˈɪndəstri |
| friend | frend | major | ˈmeɪdʒəʳ |
| carry | ˈkæri | build | bɪld |
| awful | ˈɔ:fəl | language | ˈlæŋgwɪdʒ |
| early | ˈɜ:ʳli | international | ɪntəʳ ˈnæʃənəl |
| view | vju: | else | els |
| himself | hɪmˈself | yeah | jeə |
| xerox | ˈzɪərɒks | center | ˈsentəʳ |
| report | rɪˈpɔ:ʳt | enough | ɪˈnʌf |
| political | pəˈlɪtɪkəl | calm | kɑ:m |
| law | lɔ: | color | ˈkʌləʳ |
| ghost | goʊst | lure | lʊəʳ |
| modest | ˈmɒdɪst | knife | naɪf |

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