Articulatory Targets

part of the sound system.

By observing them in experiments in which they are a target, easily observably
the beginning of the phrase - the paper was to study the movements of the
mouth. They should be thought of as names for the movements the mouth
would be used in. Chapter 1, Figure 7.1, which is similar to Figure 1.4.

Consonants that occur in other languages are well worked out, though few
are found. The sounds that occur in different languages are well worked out, though few
are used. The movements of the lips and tongue in English are only a small subset of those
needed for all these sounds. The simple cases of nonsense words such as:

Consonantal Gestures

A. Incorporate all these sounds into simple cases of nonsense words such as:

- gap, gap, gap, gap, gap, gap
- dog, dog, dog, dog, dog, dog
- go, go, go, go, go, go
- go, go, go, go, go, go
- go, go, go, go, go, go

U. Review the description of clicks. To see a voiceless version of each click
TABLE 7.1

<table>
<thead>
<tr>
<th>Voiced labiodental fricative</th>
<th>Voiceless labiodental fricative</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʋ (feather, feather)</td>
<td>ʋ (feather, feather)</td>
</tr>
<tr>
<td>ʌ (bottle, bottle)</td>
<td>ʌ (bottle, bottle)</td>
</tr>
<tr>
<td>ɔ (go, go)</td>
<td>ɔ (go, go)</td>
</tr>
<tr>
<td>ɒ (pot, pot)</td>
<td>ɒ (pot, pot)</td>
</tr>
<tr>
<td>ɔ (pot, pot)</td>
<td>ɔ (pot, pot)</td>
</tr>
<tr>
<td>ə (beet, beet)</td>
<td>ə (beet, beet)</td>
</tr>
<tr>
<td>ɪ (bit, bit)</td>
<td>ɪ (bit, bit)</td>
</tr>
<tr>
<td>ʌ (bud, bud)</td>
<td>ʌ (bud, bud)</td>
</tr>
<tr>
<td>ʌ (b) (beet, beet)</td>
<td>ʌ (b) (beet, beet)</td>
</tr>
</tbody>
</table>

In English, labiodental fricatives are produced by rounding the lips and placing them against the upper teeth. These sounds are typically associated with the phonetic symbol ʋ.
The palato-alveolar portion of the tongue is made by the upper surface of the lip of the conduction of the tongue that forms the tongue's roof. The movement of the tongue forward and backward is controlled by the muscles of the mouth and the part of the tongue that is not in contact with the palate. The movement of the tongue in the direction of pronunciation involves the use of the lips and the jaw. The position of the tongue in relation to the palate and the teeth is important in the formation of sounds. For example, the sound /p/ is produced by the forward movement of the tongue against the back of the upper teeth, while the sound /b/ is produced by the movement of the tongue against the lower teeth.

Figure 7.2
The position of the tongue in relation to the palate and the teeth.
The task should be a brief essay on your experience with a typical meal, discussing how you feel about the food, the service, and the atmosphere of the restaurant. This should be a narrative piece that explores all aspects of the experience. 

The meal was a pleasant one, with good food and attentive service. The atmosphere was comfortable and inviting, and the overall experience was enjoyable. 

In some ways, this was a typical dining experience, but in others it was unique. The menu offered a variety of dishes, and the chef’s specials were particularly impressive. The service was attentive and courteous, and the waitstaff was helpful in making recommendations. 

The atmosphere was warm and inviting, with soft lighting and pleasant decor. The restaurant was well-decorated and comfortable, with ample space for patrons to enjoy their meals. The overall experience was positive, and I would certainly visit again in the future.
There are two ways to produce the tongue movements that occur in the

NASALS

Table 7.5 Examples of stop consonants

<table>
<thead>
<tr>
<th>Example</th>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>S, Z</td>
<td>Consonants that occur in the beginning of a word or at the end of a word.</td>
</tr>
<tr>
<td>Fricatives</td>
<td>F, S</td>
<td>Consonants that occur in the beginning of a word.</td>
</tr>
</tbody>
</table>

Note: The table lists examples of stop consonants, specifically showing the phonetic symbols for these sounds. The examples are provided to illustrate the types of sounds that are produced in English speech. The descriptions are brief, focusing on the general characteristics of each type of sound.
**TABLE 7.4: CONSONANTAL GESTURES**

<table>
<thead>
<tr>
<th>Motor (oral cavity)</th>
<th>Articulatory Feature</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m) [m]</td>
<td>vocoid movement</td>
<td>orally placed vowel</td>
</tr>
<tr>
<td>(f, v) [f, v]</td>
<td>oral fricative</td>
<td>fricative consonant</td>
</tr>
<tr>
<td>(p, b) [p, b]</td>
<td>oral plosive</td>
<td>plosive consonant</td>
</tr>
<tr>
<td>(t, d) [t, d]</td>
<td>oral affricate</td>
<td>affricate consonant</td>
</tr>
<tr>
<td>(k, g) [k, g]</td>
<td>oral glide</td>
<td>glide consonant</td>
</tr>
<tr>
<td>(n, l) [n, l]</td>
<td>nasal consonant</td>
<td>nasal consonant</td>
</tr>
<tr>
<td>(r) [r]</td>
<td>tongue position</td>
<td>retroflex consonant</td>
</tr>
</tbody>
</table>

**Notes:**
- Consonants are produced by placing and moving the tongue, lips, or other parts of the oral cavity. Examples include plosives, fricatives, and nasals.
- Articulatory gestures involve the coordination of these movements to produce specific sounds.
- The table reflects a simplified view of the complex mechanics involved in producing consonants.

**In summary,** consonantal gestures are critical for producing the sounds of language, and understanding these gestures helps in the analysis and description of speech sounds. The table provides a basic overview of the articulatory features associated with various consonants.
TABLE 7.7

<table>
<thead>
<tr>
<th>Some Zulu terms (see text for the meanings in each row)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>[English]</strong></td>
</tr>
<tr>
<td>be, may, might</td>
</tr>
<tr>
<td>to be, may be</td>
</tr>
<tr>
<td>good luck</td>
</tr>
<tr>
<td>new</td>
</tr>
<tr>
<td>south</td>
</tr>
</tbody>
</table>

Table 7.7 contains a list of English terms with their Zulu counterparts and meanings. The table is used to illustrate the differences in language and culture between the two languages and how these differences can be observed in everyday interactions. The summary of manners of articulation is discussed in detail in the text, providing insights into the cultural and linguistic aspects of communication in Zulu. The summary concludes with the importance of being respectful and mindful of cultural differences in interactions.
EXERCISES

A. Give a full description of the following sounds, using one term from each of the eight columns in the table above.

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>Palatal</td>
<td>Labial</td>
</tr>
<tr>
<td>Anterior</td>
<td>Alveolar</td>
<td>Bilateral</td>
</tr>
<tr>
<td>Velar</td>
<td>Interlabial</td>
<td>Dorsal</td>
</tr>
</tbody>
</table>

B. List five combinations of terms that are impossible.

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

There are some exceptions to the rules of this and subsequent chapters, because by

Principle version of all the exercises are available on the CD.

Secondary exercises, such as added hip rolling:

- (2) What is the number of articulation? (6) Is it central or lateral? (7) Is it anterior or posterior? (8) Is the tongue tip retracted or advanced?
- (3) Which part of the glottis is involved? (4) What part of the tongue is involved? (5) Are breath sounds present or absent?

TABLE 7.1A: PRONUNCIATIONAL GESTURES

<table>
<thead>
<tr>
<th>Principle Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>No lip closure</td>
</tr>
<tr>
<td>Lateral</td>
<td>Lip closure</td>
</tr>
<tr>
<td>Front</td>
<td>Tongue forward</td>
</tr>
<tr>
<td>Back</td>
<td>Tongue backward</td>
</tr>
<tr>
<td>High</td>
<td>Tongue position high</td>
</tr>
<tr>
<td>Low</td>
<td>Tongue position low</td>
</tr>
<tr>
<td>Rounded</td>
<td>Tongue shape rounded</td>
</tr>
<tr>
<td>Flat</td>
<td>Tongue shape flat</td>
</tr>
</tbody>
</table>

Symbols

- "&" stands for breath sounds
- "%'" stands for nasal sounds
- "$" stands for glottal sounds
- "^" stands for approximant sounds
- "*" stands for fricative sounds
- "-" stands for stop sounds
- "/'" stands for affricated sounds
- "*" stands for glottalized sounds
- "$" stands for fricative sounds
- "-" stands for stop sounds
- "/'" stands for affricated sounds
- "*" stands for glottalized sounds
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