

# Focus 1



# Consonant Formation



**Cardinal**

Language Objectives:

- ◆ to **understand** the three characteristics of English consonants: place, manner, voice
- ◆ to **understand** an overview of the consonant sound system
- ◆ to **hear** and **produce** contrasting consonant sounds

Approx Time: 120 minutes

Materials:

- ◆ Beautiful Singing of Birds SLIDE
- ◆ Names of Consonants SLIDES
- ◆ Consonant Symbols SLIDE
- ◆ 3 Particulars SLIDE
- ◆ Mouth Diagram SLIDE
- ◆ /f/ & /p/ SLIDE
- ◆ Back and Forth Worksheet for each learner
- ◆ 4 Sounds SLIDE
- ◆ Bingo Master List SLIDE
- ◆ Bingo Cards
- ◆ Consonants SLIDE; /k/ & /g/ SLIDE
- ◆ Pronunciation Journey SLIDE
- ◆ Contrasting SLIDE; 6 Sounds SLIDE
- ◆ Listening Discrimination Worksheet for each learner
- ◆ Consonant Chart for each learner
- ◆ Phonetic Consonant Symbol Cards
- ◆ Question SLIDE

## Consonant Formation

**Instructions:**

**Part A:** *Introduction*

1. A Spanish speaking language professor once said that English was his favourite language because of its musical sounds like songs – *that beautiful singing of birds!*
2. Explain to the learners with the **Beautiful Singing of Birds SLIDE** that pronunciation has two main aspects:
  - a) The ‘melody’ and tone of phrases, sentences and longer pieces of language (also called ‘prosody’).
  - b) The individual sounds of vowels and consonants – the smaller pieces
3. In this course we will look at the smaller pieces – the individual sounds and the consonants in particular.



# Beautiful Singing of Birds!



- melody
- individual sounds
  - ◆ vowels
  - ◆ consonants

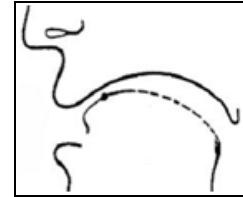
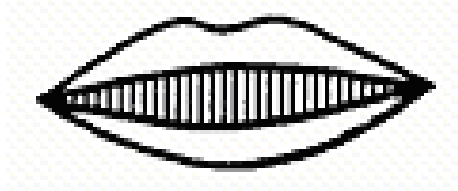
Beautiful Singing of Birds SLIDE

4. Using these ideas from David Crystal in The Cambridge Encyclopedia of The English Language (2004) introduce the following:
  - We are used to seeing the written language as a sequence of letters, separated by small segments of space. This is how we were taught to write. We learned to call five of these letters ‘vowels’ (A, E, I, O, U), and the others ‘consonants’.
  - However, the origins of the written language lie in the spoken language, not the other way round. But we tend to think of speech using the frame of reference which belongs to writing.
5. The difference between the number of letters and sounds found in English, so dramatic in the case of vowels (five vowel letters but up to 20 or so vowel sounds in most accents of English), is far less significant in the case of consonants. Using the **Names of the Consonant SLIDES 1-4** drill the NAMES of the consonants.



## Names of the English Consonants

**e E /iy/**



**Bb**

**Cc**

**Dd**

**Gg**

**Pp**

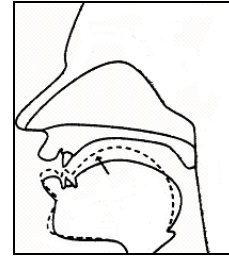
**Tt**

**Vv**

**Zz**

Names of Consonants SLIDE 1

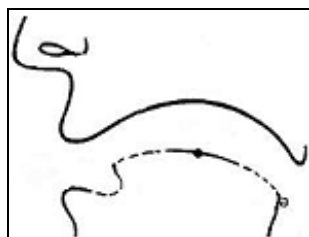
a A /e<sup>y</sup>/



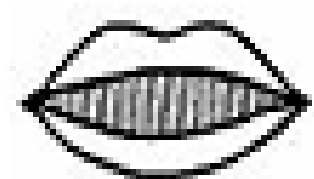
Hh

Jj

Kk



ə



Ff

Ll

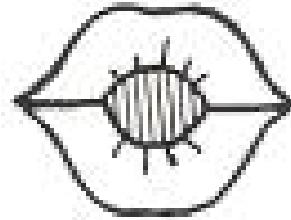
Mm

Nn

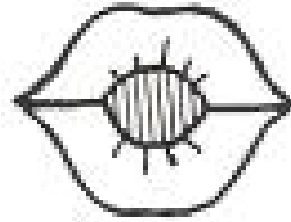
Ss

Xx

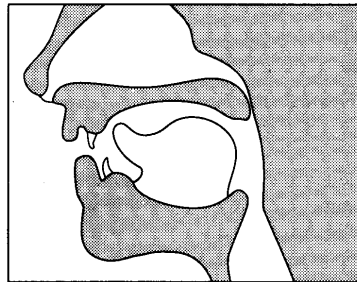
**Qq** /k yu<sup>w</sup>/



**Ww** /double yu<sup>w</sup>/



**Rr**







- Using the **Consonant Symbols SLIDE** show that there are 21 consonant letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z) but there are 24 consonant sounds in most English accents.
- The difficulty of transcribing speech is therefore less serious, as most of the written symbols can be assigned individual phonetic values, and the resulting transcription thus looks much more immediately readable than that of vowels.
- However, because of the erratic history of English spelling, there is no neat one-to-one correlation between letters and sounds.
- In several cases, one consonant sound is spelled with more than one letter – e.g. *th* in *this* or *Thrush* and *through*; *ch* in *chin* or *Chickadee*; *sh* in *ship* or *Shrike*, *ng* in *song*.
- Or one consonant letter symbolizes more than one sound e.g. *x* in *fox* - *ks*; *q* in *queen* - *kw*.
- Therefore, we use a phonetic alphabet to signify the pronunciation of the consonants. Demonstrate with the **Consonant Symbols SLIDE**.

## Consonant Symbols

<i>Written</i>	<i>Phonetic</i>	<i>Written</i>	<i>Phonetic</i>
<b>Bb</b>	/b/	<b>ng</b> (bang)	/ŋ/
<b>Cc</b>	/k/ or /s/	<b>Pp</b>	/p/
<b>ch</b>	/tʃ/	<b>Qq</b>	/kw/
<b>Dd</b>	/d/	<b>Rr</b>	/r/
<b>Ff</b>	/f/	<b>Ss</b>	/s/ or /z/
<b>Gg</b>	/g/	<b>sh</b>	/ʃ/
<b>ge</b> (beige)	/ʒ/	<b>Tt</b>	/t/
<b>Hh</b>	/h/	<b>th</b>	/ð/ or /θ/
<b>Jj</b>	/dʒ/	<b>Vv</b>	/v/
<b>Kk</b>	/k/	<b>Ww</b>	/w/
<b>Ll</b>	/l/	<b>Xx</b>	/ks/
<b>Mm</b>	/m/	<b>Zz</b>	/z/
<b>Nn</b>	/n/		

Consonant Symbols SLIDE



6. Review that a consonant is a sound that is formed by blocking the air in some way as it passes through the mouth.
7. Therefore, we can describe each English consonant sound in terms of 3 particulars (**3 Particulars SLIDE**):
  - where and how the air is blocked in the mouth
  - what kind of air flow is used
  - whether the sound is voiced or voiceless



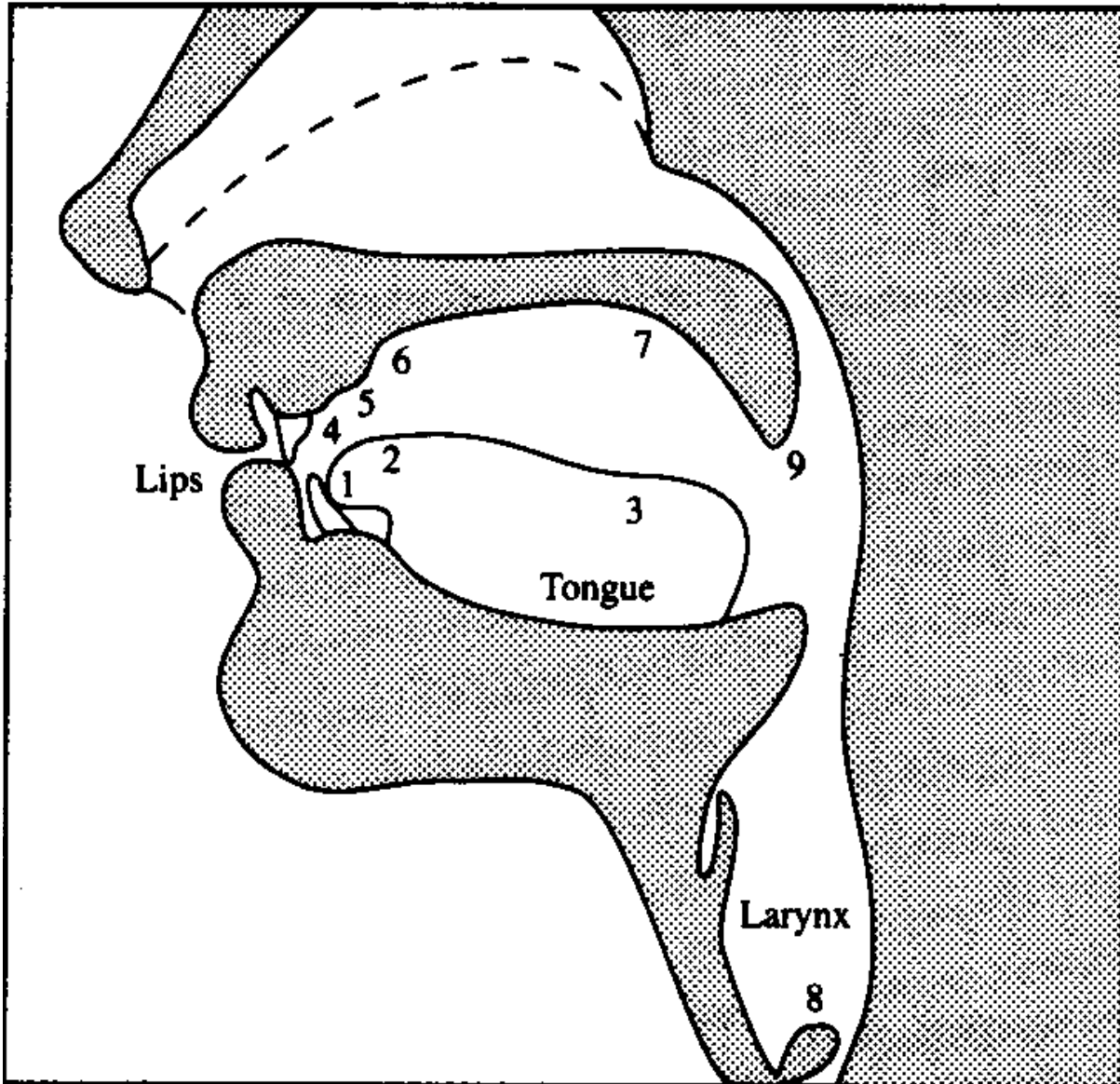
- **Where and how the air is blocked in the mouth**
- **What kind of air flow is used**
- **Whether the sound is voiced or voiceless**



**Part B:** *Air Blockage*

1. Use the **Mouth Diagram SLIDE** to demonstrate the points of air blockage, point out:
  - the lips - upper and lower
  - upper teeth
  - tooth ridge - behind the upper teeth (very important for English consonants)
  - back of roof of mouth
  - the tongue
2. Have the learners touch these in their own mouths.





**Articulators**

- 1. Tip of tongue
- 2. Blade of tongue
- 3. Back of tongue

**Places of Articulation**

- 4. Teeth
- 5. Tooth (alveolar) ridge
- 6. Hard palate
- 7. Soft palate
- 8. Glottis
- 9. Uvula

- adapted from Teaching American English Pronunciation, Paul Avery and Susan Elrich. Oxford University Press, 1994.

Mouth Diagram SLIDE

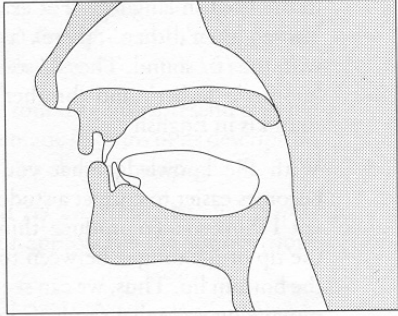


3. Illustrate the importance of placement by contrasting /f/ and /p/.

- Use the /f/ & /p/**SLIDE** to demonstrate the mouth placements to compare.
- Point out the upper teeth on the bottom lip for the /f/ sound.
- Contrast the closed 2 lips for /p/.
- Read the words across while the learners listen to the contrast
- Have the learners read the words with you.
- Read one of the words from each pair and ask the learners to raise their left hand for the /f/ sound or right hand for the /p/ sound they hear.



**/f/**



full

face

profit

foot

feet

found

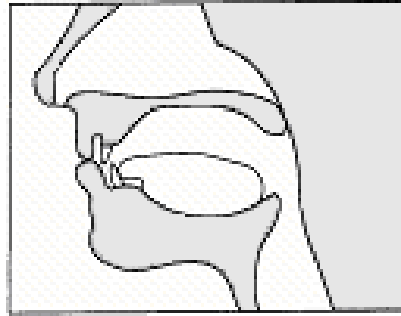
fray

flan

fear

finch

**/p/**



pull

pace

prop it

put

Pete

pound

pray

plan

peer

pinch

/f/ & /p/SLIDE





4. Have the learners do the **Back and Forth Worksheet**.

- Fold the paper in half the long way.
- Partner 1 begins by reading the sentences 1-5.
- Partner 2 listens and marks the sentence as to which sentence s/he heard.
- Partner 2 then reads sentences 6-10.
- Partner 1 listens and marks the sentence according to which s/he heard.

**Note to Instructor:**

The order on the answer portion of the worksheet is shuffled to encourage active listening.



<p><b>Partner 1:</b> Read the sentences in <b>bold</b>.</p>	<p><b>Partner 2:</b> Listen as your partner reads the sentences. Circle the sentence heard.</p>
<p>1. a) File the letters. b) <b>Pile the letters.</b></p>	<p>1. a) Pile the letters b) File the letters.</p>
<p>2. a) <b>Did you bring the plan?</b> b) Did you bring the flan?</p>	<p>2. a) Did you bring the plan? b) Did you bring the flan?</p>
<p>3. a) <b>I need a pill.</b> b) I need a fill.</p>	<p>3. a) I need a fill. b) I need a pill.</p>
<p>4. a) He foot the bill there. b) <b>He put the bill there.</b></p>	<p>4. a) He put the bill there. b) He foot the bill there.</p>
<p>5. a) <b>Mary found the book.</b> b) Mary pound the book.</p>	<p>5. a) Mary found the book. b) Mary pound the book.</p>
<p><b>Now switch roles for 6-10</b></p>	<p><b>Now switch roles for 6-10</b></p>
<p><b>Partner 1:</b> Listen as your partner reads the sentences. Circle the sentence heard.</p>	<p><b>Partner 2:</b> Read the sentences in <b>bold</b>.</p>
<p>6. a) Is that your Pete? b) Is that your feet?</p>	<p>6. a) <b>Is that your feet?</b> b) Is that your Pete?</p>
<p>7. a) Pace the street. b) Face the street.</p>	<p>7. a) <b>Pace the street.</b> b) Face the street.</p>
<p>8. a) Do you want to prop it? b) Do you want to profit?</p>	<p>8. a) Do you want to profit? b) <b>Do you want to prop it?</b></p>
<p>9. a) It is a pull wagon. b) It is a full wagon.</p>	<p>9. a) <b>It is a full wagon.</b> b) It is a pull wagon.</p>
<p>10. a) What does 'false' mean? b) What does 'pulse' mean?</p>	<p>10. a) What does 'pulse' mean? b) <b>What does 'false' mean?</b></p>

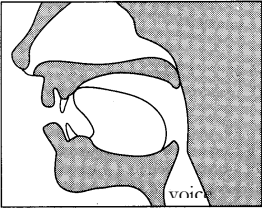
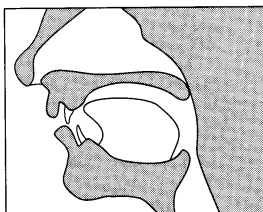
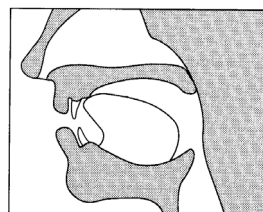
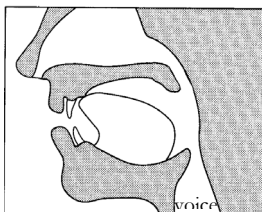
After you have finished, compare the two sides of the worksheet to see if you have made and heard the correct stress patterns.

Back and Forth Worksheet



### **Part C:** *Kind of Air Flow*

1. Point out that there are 4 kinds of air flow that distinguishes sounds in English:
  - oral- smooth (/l/, /r/)
  - rough - with friction (/f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/)
  - stopped followed by puff of air (/p/ /b/ /t/ /d/ /k/ /g/) or
  - nasal (/m/ /n/ /ŋ/)
  
2. Use a tissue in front of your mouth to show the airflow especially the puff of air with /p/. Give out tissues to the learners to practice as well.
  
3. Illustrate the importance of the kind of air flow by contrasting /l/ as in *lot*, /s/ as in *sought*, /t/ as in *taught* and /n/ as in *not*. All these sounds block the air with the tongue at the tooth ridge but the different airflows make a meaningful contrast.
  - Use the **4 sounds SLIDE**. Read the words across while the learners listen to the contrast- exaggerate the air flow for each sound. Have the learners read the words with you.
    - /l/ is a smooth air flow through the oral cavity
    - /s/ is a rough air flow
    - /t/ stops the air and then releases
    - /n/ is a smooth air flow through the nasal cavity
  - Read one of the words from each pair and ask the learners to raise the number of fingers for the column they hear the word from.

#1	#2	#3	#4
/l/	/s/	/t/	/n/
			
<b>Lot</b>	<b>sought</b>	<b>taught</b>	<b>not</b>
<b>light</b>	<b>sight</b>	<b>tight</b>	<b>night</b>
<b>led</b>	<b>said</b>	<b>Ted</b>	<b>Ned</b>
<b>low</b>	<b>so</b>	<b>toe</b>	<b>no</b>
<b>all</b>	<b>Oz</b>	<b>ought</b>	<b>on</b>
<b>lit</b>	<b>sit</b>	<b>tit</b>	<b>knit</b>
<b>Lynn</b>	<b>sin</b>	<b>tin</b>	<b>nin</b>

4 Sounds SLIDE



4. Lead a BINGO activity for listening discrimination practice:

- Hand out a **Bingo Card** and markers to each of the learners.
- Cut up the **Bingo Master List** words into an envelope or hat. Pull out and call the words one at a time. [An alternative would be to make a SLIDE of the Master List that you can mark as you call.]
- Ask the learners to put a marker on their card over each word they hear.
- The first learner with five markers in a row calls “*Bingo.*”
- The winner reads the five words back for you to check.
- The winner becomes the caller for the next round.




<b>all</b>	<b>knit</b>	<b>led</b>	<b>light</b>
<b>lit</b>	<b>Lot</b>	<b>low</b>	<b>Lynn</b>
<b>Ned</b>	<b>night</b>	<b>nin</b>	<b>no</b>
<b>not</b>	<b>on</b>	<b>ought</b>	<b>Oz</b>
<b>said</b>	<b>sit</b>	<b>sight</b>	<b>sin</b>
<b>sought</b>	<b>so</b>	<b>taught</b>	<b>Ted</b>
<b>tight</b>	<b>tin</b>	<b>tit</b>	<b>toe</b>


Bingo Master List




Card 1

Lot	led	all	Lynn	tight
knit	tin	night	sin	Oz
said	sought		light	low
tit	ought	Ted	taught	lit
on	Ned	not	sit	so


Card 2

sight	Lot	tight	Ned	toe
low	not	sit	nin	ought
Oz	Ted		said	on
Lynn	night	sought	knit	lit
all	knit	led	tight	light

Card 3

light	Oz	sin	so	sight
low	said	night	sit	toe
lit	sought		not	tight
taught	tit	no	Ned	Lynn
Ted	ought	knit	on	all

Card 4

led	tit	ought	Oz	sin
Led	sight	Ted	said	night
all	so		sought	no
Lynn	sit	taught	light	knit
tight	not	lit	low	toe



**Part D:** *Voiced or voiceless*

1. Explain that vibrating the vocal chords makes a voiced sound; all the vowel sounds in English are voiced.
2. However, there are 8 meaningful consonant sounds that are made by not vibrating the vocal chords. Use the **Consonants SLIDE** to illustrate.

*/p/ as in put*

*/t/ as in tongue*

*/k/ as in can*

*/f/ as in fun*

*/θ/ as in thirst*

*/s/ as in son*

*/ʃ/ as in shoe*

*/tʃ/ as in church*



# Consonants

Put your hand on the front of your neck.



When you sing you can feel your voice. You are using your voice.



Voiceless consonants do not have this vibration



However, a flow of air is coming through your mouth.



**/p/ as in put**

**/t/ as in tongue**

**/k/ as in can**

**/f/ as in fun**

**/θ/ as in thirst**

**/s/ as in son**

**/ʃ/ as in shoe**

**/tʃ/ as in church**

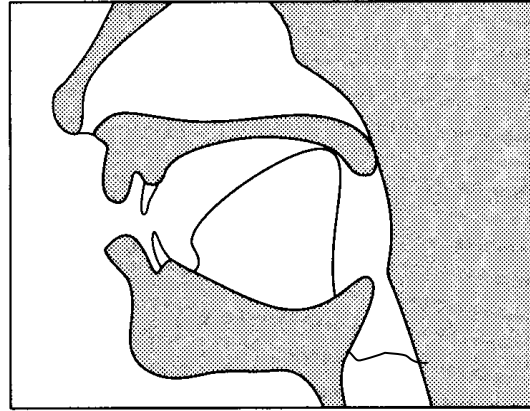
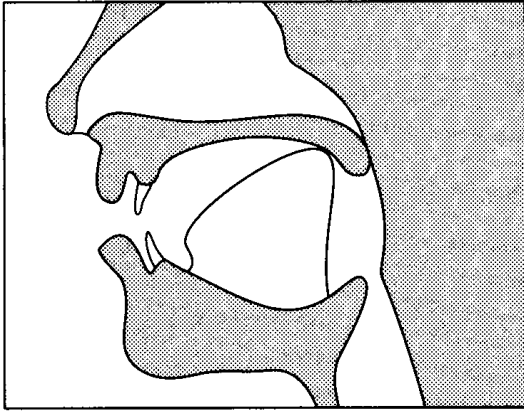
Consonants SLIDE



3. Illustrate the meaning difference voicing makes by contrasting  
/k/ as in curl  
/g/ as in girl

- Use the /k/ & /g/ **SLIDE** of the 2 sounds.
- Read the words across while the learners listen to the contrast- point out the vibrating vocal chords for the /g/ words.
- Have the learners read the words with you.
- Read one of the words from each pair and ask the learners to raise their left hand or right hand for which one they hear.





**LEFT /k/**

**RIGHT /g/**

curl  
cot  
cod  
cut  
coal  
dock  
duck  
slack  
back  
bicker

girl  
got  
God  
gut  
goal  
dog  
dug  
slag  
bag  
bigger

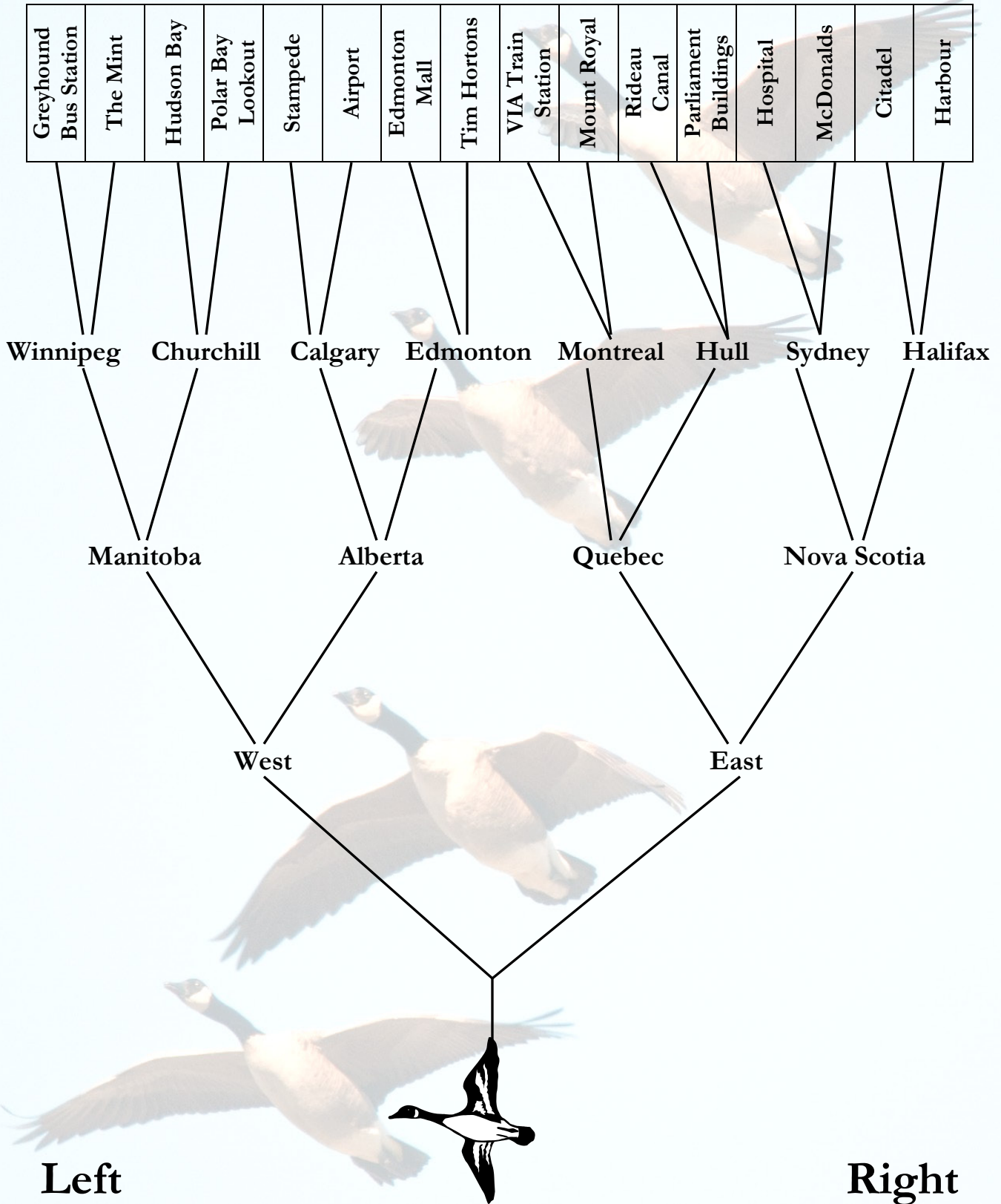
- adapted from Teaching American English Pronunciation, Paul Avery and Susan Elrich. Oxford University Press, 1994.

/k/ & /g/ SLIDE



4. Do the Pronunciation Journey task with the learners. Hand out the **Canada Goose Worksheet** to each learner.
- everyone puts their finger on the goose at the bottom of their page
    - if a word with an **/k/ sound** is said, the finger should go left on the journey
    - if a word with an **/g/ sound** is said, the finger goes right
    - after four randomly chosen words have been said, the learners should check that they are in the same final destination as the caller intended




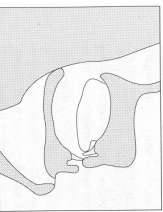
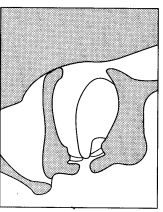
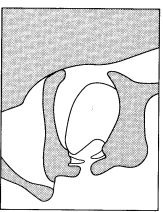
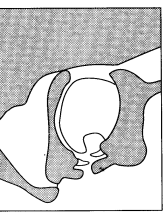
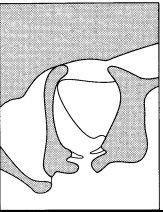


Canada Goose Worksheet

**Part E:** *Consonant Recognition*

1. Hand out the **Consonant Chart Resource Sheet** to each learner. Explain.
2. Put a different **Consonant Phonetic Symbol Card** on the back of each learner.
3. Have them circulate around the room asking the following questions of others and then figuring out what sound it is: Use the **Question SLIDE** for the learners to reference.
  - Where and how is the air blocked?
  - How does the air flow?
  - Is it voiceless?
  - Is it \_\_\_\_\_?
4. Have each learner report on the consonant sound, giving some sample words that contain that consonant sound.



	two lips	top teeth on lower lip	tongue between teeth	tip of tongue on tooth ridge	blade of tongue approaching roof of mouth	back of tongue on back of roof of mouth
- adapted from Paul Avery and Susan Elrich. <i>Teaching American English Pronunciation</i> , Oxford University Press, 1994.						
	stops	vcls <i>p</i> <i>put</i> vd <i>b</i> <i>boot</i>	f <i>foot</i> v <i>vote</i>	θ <i>think</i> ð <i>them</i>	t <i>tin</i> d <i>dive</i> s <i>sink</i> z <i>zoo</i>	ʃ <i>ship</i> ʒ <i>measure</i> tʃ <i>choose</i> dʒ <i>gem</i>
fricatives (rough air)						
affricates (stop + rough air)						
nasals	m <i>move</i>			n <i>nose</i> r <i>race</i> l <i>lose</i>		ŋ <i>sing</i>
retroflex						
lateral						
semi-vowels	w <i>win</i>					y <i>yes</i> h <i>hat</i>

Consonant Chart Resource Sheet/SLIDE





1. Where and how is the air blocked?
2. How does the air flow?
3. Is it voiceless?
4. Is it \_\_\_\_\_?

Questions SLIDE

<b>p</b>	<b>t</b>	<b>k</b>
<b><u>b</u></b>	<b><u>d</u></b>	<b>g</b>
<b>tʃ</b>	<b>dʒ</b>	<b>f</b>
<b>v</b>	<b>θ</b>	<b>ð</b>
<b>s</b>	<b>z</b>	<b>ʃ</b>
<b>ʒ</b>	<b>m</b>	<b>w</b>
<b>n</b>	<b>r</b>	<b>l</b>
<b>y</b>	<b>ŋ</b>	<b>h</b>

Consonant Phonetic Symbol Card