

### MODULE 3      ENGLISH CONSONANTS

In this module of three units, attempt will be made to expose you to the consonant sounds of English. You will notice, as you study this module, that most of the sounds are paired as usually traditionally done. One main reason for this is to make it easier for you to learn by pairing sounds that share many points of description. But more importantly, the pairs are acoustically motivated to indicate the actions or inactions of the vocal folds. As already explained in Module 1 Unit 1, the vocal folds determine which sound to be voiced by closing and allowing the pent up air to vibrate rather than freely flow out. These actions lead to the articulation of the *vowel sounds*, the concern of the previous module.

If, however, the vocal folds slightly open while vibrating, a set of sounds with a combination of vibrations and noise are formed when there is an obstruction at the vocal cavities while flowing out. This is the acoustic explanation that leads to the articulation of the *voiced consonant* sounds. But when the folds are widely open, there is no pent up air to make them vibrate; therefore, the air from the lungs freely rush out of the larynx causing a noise or turbulence along the pharynx into the vocal cavities. When this noise or turbulence is obstructed at the vocal tracts, the sounds described as *voiceless consonants* are formed. Another term used to describe voiced/voiceless sounds are fortis/lenis, less as a result of the acoustic activities, but more because of the articulatory activities, evoking little or greater muscular tension of the articulating organs of speech. (See Module 1, Unit 1, and Module 6 will give additional expatiation).

For the avoidance of repetition, the explanation above will be understood as common to all the consonants that I will discuss. Therefore, will not raise the point again as the discussion progresses.

Again, in the pairs of sounds to be discussed, the left hand consonants are voiceless and fortis while the right ones are voiced and lenis. This will add up to the additional description offered during the explanation. Please, bear this in mind.

Unit 1	The Plosives: /p b, t d, k g, h/
Unit 2	The Affricates and Fricatives: /tʃ dʒ, f v, ð θ, s z, ʃ ʒ, h/
Unit 3	The Nasals, Lateral, Continuants and Semi-vowels: /m n ŋ l r j w/
<b>UNIT 1</b>	<b>THE PLOSIVES: /p b, t d, k g, h/</b>

## CONTENT

The unit will start our description of the English consonant sounds, which will be done under the following sub-headings:

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
  - 3.1 /p b/: Bilabial Plosive
  - 3.2 /t d/: Alveolar Plosive
  - 3.3 /k g/: Velar Plosive
  - 3.4 /h/: Glottal Plosive
- 4.0 Conclusion: Self-Assessment Exercises (SAE)
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Reading List

### 1.0 INTRODUCTION

This unit describes the sounds referred to as plosive sounds. They are also often referred to as stops. Why are they plosives and stops? Please, pay attention as I progress in their description. But before we get set, you will notice an unfamiliar phonetic symbol, like a question mark, at the end of the list. What type of sound is this and why is it so unfamiliar? Let's move on for answers!

### 2.0 OBJECTIVES

At the end of the unit, you will be able to: Identify and describe the plosive sounds. You will also be able to identify the English plosive sounds and pronounce them correctly.

## HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

## 3.0 MAIN CONTENTS

### 3.1 /p b/: Bilabial Plosive

Remember the voiceless/voiced and fortis/lenis concepts? Just as the two consonants stand, /p/ is voiceless and fortis while /b/ is voiced and lenis. In the production of this pair, the air that escapes through the glottis into the oral cavity is obstructed or stopped by the two sets of the lips. This obstruction is so long that the air builds up pressure inside the mouth such that when the two lips part to allow it flow out, it does so with some form of force that causes some kind of explosive sound.

Apart from being plosives, the two sounds are also described as bilabials because the two lips are the major articulators during their production. (See Module 1 Unit 3:3).

/p/ occurs as: p, pp, gh as in: pile, cripple, hiccough;  
 when aspirated: pin, pill, pass, important, people;  
 when unaspirated: Spain, spite, split;  
 when silent: pneumonia, psychology;  
 when initial; medial; final: pen, Paul; staple stipend; tap,  
 cheap.

/b/ occurs as: b, bb as in: bile, bubble;  
 when initial; medial; final: boot, bite; about, laborious; tab,  
 tube.

Before I go on to 3.2, there is some special elucidation I will like to add here; and this is on the first part of this pair, /p/. Across the country, Nigeria and a few other places in Africa, this phoneme has grown several variants. Experts in segmental phonology in

Nigeria have published their research and observations in this regard. You would also have observed of certain variants of the phoneme.

Some arguments have been made that these variants are geographically or linguistically motivated, and that the consonantal system of such languages that grow the variants are the main reason for the existence of the variants. Such variants of /p/ are: /pf/, /f/; and the outright exchange of phonemes /p/ for /f/ and vice versa. The phonological observations are that on some occasions the English phoneme, /p/, is replaced by /pf/ in words such as pineapple, apple, people and pen. On some other occasions, /p/ is replaced by /f/. Yet, on other occasions, the English phoneme /f/ is used instead of /p/. These variants exchanges have been pointed out by several experts such as Eka (1989) Jowitt (1990) and Jolayemi (2006). Indeed, Jolayemi (1998) once recorded, in a public production of Ola Rotimi's *The gods are not to blame* that the cast that acted Odewale said:

Rise, feofle op my land, feofle op my...

Instead of:

Rise, people of my land, people of my...

In the literature, experts have located the use of these variants in the Northern part of the country. So, it is almost an academic surprise that a report of such usage is emerging in a little town somewhere in the Eastern part of Nigeria (Jolayemi: in progress). Some of the corpora collected revealed:

*Government fikin (child)*

Instead of:

*Government pikin (child)*

The importance of calling your attention to these variants is to equip you with the norm and the variants, so that, as learners and as prospective professionals and experts of English phonology, you will be aware of them. You will also be able to aspire to use the standard variant, insist on the standard variant, and teach the standard. If you do not observe these, you would then have not contributed to the maintenance and control of English acceptability and intelligibility as, the major aim of your BA in English.

### 3.2 /t d/: Alveolar Plosive

The voiceless-*fortis*/voiced-*lenis* divisions are still applicable here. But in addition, the tip of the tongue clicks at the *alveolar* and allows the pent up air to escape with an explosion. They are, therefore, plosive sounds.

Please note that the English /t/ is not produced with the *blade* of the tongue as done by many second users of the language but with the *tip* of the tongue. You will particularly notice this if you listen to programmes and news in English as L1 such as from the CNN or BBC. I often notice this correct rendition also among the Cable and Silverbird Stations, which are Nigerian TV stations. Almost always, the only noticeable difference between the pair is the one caused by the laryngeal activities; i.e., while the first is a voiced sound, the other is voiceless. Thus, apart from this, all the other articulatory and auditory characteristics, especially *the point or place of articulation*, are shared by the pair. You must take special note of this so that you do not articulate the first pair, /t/, with about the first fifth of your tongue but the very *tip* of the tongue; *exactly* the point you use to pronounce /d/. In fact, you only need to add voice, without disengaging your tongue from the alveolar to /t/ in order to realise /d/. If you do otherwise, some native speakers of English will bet you do not speak English!

- /t/ occurs as: t, tt, d, th as in: tell, little, asked, Thailand and Thompson;  
 when aspirated: take, tall, tight;  
 when unaspirated: tick, tool, letter;  
 when initial: tie, ten; medial: latter, written; final: sat, mat.
- /d/ occurs as d, dd as in: do, idle, add, ladder;  
 when initial: die, den; medial: ladder ridden, ; final: sad, pad.

Let me point out another problem we often notice in our realisation of /t/. This is the tendency to dentalise the phoneme to make it sound as one of the dental consonants such as “th” especially the voiceless counterpart, /θ/. It is a very inaccurate rendition of the phoneme, which, as learners of the English phonology, you must avoid. Your class facilitator will further

assist you to make practical practices until you begin to assume the correct position.

### 3.3 /k g/: Velar Plosive

The voiceless-*fortis*/voiced-*lenis* characteristics also hold. In addition, the back of the tongue strikes the *velar* i.e. the soft palate. While doing this, the two organs (tongue and velar), which once stuck together and barred air from flowing out suddenly part ways allowing a rush out of air with a *plosive* sound.

- /k/ occurs as: k, c, cc, ch as in: kind, cut, accord, chord;  
 when aspirated: kind, cat car; when unaspirated: sky, skill, scar;  
 when initial: kiss, call, medial: actual, akin final tick, park.
- /g/ occurs as: g, gg as in: gas, gut, maggot, biggest;  
 when initial: gas, give, medial: ago, bigger; final: pig, leg, peg.

### 3.4 /h/: Glottal Plosive

This sound is not a significant consonant sound in RP but very popularly used across the London streets; it is produced at the glottal region of the oral tract. It's a sound which now seems to have replaced the voiceless, *fortis*, alveolar plosive, /t/ in Poplar London variety of English. It is a voiceless, *fortis*, glottal sound, which occurs in words such as water, butter, but pronounced as /wota/ and /beta/ instead of /wota/ and /beta/. It is because /ʔ/ is a variety of sound used among the native speakers in London that is why it is not common to us. Secondly, it is occasionally used as hiatus by RP speakers.

## 4.0 SELF-ASSESSMENT EXERCISES (SAE)

Let me conclude this unit by asking you the question below:

With the aid of 5 examples each, what do you understand by these terms, *fortis* and *lenis*? Use English words and sounds as examples

## 5.0 SUMMARY

In this Unit I, have made attempts to assist you to be able to describe the English sounds acoustically as plosive or stop sounds because of the manner they obstruct the flow of the air and the manner they have allowed the air to escape causing some kind of explosion.

## 6.0 TUTOR-MARKED ASSIGNMENT

Acoustically describe what makes a sound plosive, using 6 examples of English words.

## 7.0 REFERENCES/READING LIST

Gimson, A. C. 1980. *An Introduction to the Pronunciation of English*. London: ELBS & Edward Arnold.

Roach, Peter. (2000). *English Phonetics and Phonology* Cambridge: Cambridge University.

**UNIT 2 THE AFFRICATES AND FRICATIVES:**

/tʃ dʒ, f v, ð θ, s z, r, ʃ ʒ, h/

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
  - 3.1 The Affricate Sounds
    - 3.1.1 /tʃ dʒ/: Palato-alveolar Affricate
  - 3.2 The Fricatives Sounds
    - 3.2.1 /f v/: Labio-dental Fricative
    - 3.2.2 /θ ð/: Dental Fricative
    - 3.2.3 /s z/: Alveolar Fricatives
    - 3.2.4 /ʃ ʒ/: Palato-alveolar Fricatives
    - 3.2.5 /h/: Glottal Fricative
- 4.0 Conclusion: Self-Assessment Exercises
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Reading List

**1.0 INTRODUCTION**

This unit describes the sounds referred to as affricate and fricative sounds. Their manners of production are distinctly different from the ones just described in Unit 1. In what ways are they different? Get on board, please.

**2.0 OBJECTIVES**

By the end of the unit, you will be able to identify and describe:

- the affricate sounds;
- the fricative sounds; and
- distinguish between the acoustic cues for the affricate and fricative sounds.

**HOW TO STUDY THE UNIT**

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.

- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

### 3.0 MAIN CONTENTS

#### 3.1 The Affricate Sounds

Affricate sounds are produced at two points of the organs of speech namely the alveolar and palatal regions. Their rendition is achieved by placing the tip of the tongue at the alveolar; at the same time stuck the blade to the palatal region. This results in their double-phonemic phonetic representations.

##### 3.1.1 /tʃ dʒ/: Palato-alveolar Affricate

The first of this pair is voiceless and fortis while the other is voiced and lenis. They are the two main affricate consonant sounds of English. The first pair, /tʃ/, is a combination of the voiceless fortis alveolar /t/ and its voiceless fortis but palatal counterpart, /ʃ/. The second pair, /dʒ/, combines the voiced lenis alveolar, /d/, with the voiced lenis palatal, /ʒ/. This is the reason they are described as *palato-alveolar* consonants sounds. Like the plosive sounds, they completely obstruct or stop the airflow in the oral tract; but unlike the plosive sounds, do not abruptly release the pent up air with an explosion, but by gentle release. This is why they are called *affricate* consonant sounds.

/tʃ/ Can occur as: ch, tch, t as in e.g.: choice, catch, feature.  
When initial: choice, chess; medial: orchard, wretched; and final: catch, batch.

/dʒ/ Can occur as: j, g, dg, gg, dj, de, di, ch as in: Jos, gem, bridge, suggest, adjective, grandeur, soldier, Norwich.  
When initial: joy, jam; medial: budget, urgent; and final: large, judge.

#### 3.2 The Fricative Sounds

Fricative sounds, by nature of production, are much generous than the plosive and affricate sounds described above. This is because

the plosive and the affricate sounds are produced with some degrees of stoppage; or erection of an obstacle along the path of production. But fricative sounds do not experience such stoppage as the articulators (organs of speech) involved in producing them do not often make a complete closure against the air which travels to the mouth. Thus, within the little opening between the articulators, the emanating air is allowed to come out space with a little sibilant (sss) sound.

### 3.2.1 /f, v/: Labio-Dental Fricative

Just like the pairs you were told about before, first of this pair is voiceless and fortis while the other is voiced and lenis. The main articulators employed to produce these sounds are the lower lip and the upper teeth; this is where they have earned the name “labio-dental”. They are fricatives because, as explained above, there is left a little gap between the lower lip and the upper teeth; it’s through this little gap that the air which produces the two sounds passes.

/f/ occurs as: f, ff, ph, gh as: in file, office, philosophy and cough.  
When initial: fill, phoneme; medial: affair, orphan; and final: staff puff.

/v/ occurs as: v, f, ph, as in: Victor, of, nephew.  
When initial: vain, Valentine; medial: avoid reveal; and final: starve, pave.

### 3.2.2 /θ ð/: Dental Fricative

The first of this pair is voiceless and fortis while the other of the pair is voiced and lenis. They are dental sounds because the main organ in their production (apart from the tongue) is the upper set of teeth. The tongue and the upper teeth path ways very slightly allowing the passage of the air-stream with just little friction, in order to produce the fricative sounds.

/θ/ occurs as: th as in: thin, think

When initial: thorough; medial: affair, orphan; and final: blacksmith.

/ð/ occurs as: v, f, ph, as in: then, them.

When initial: vain, Valentine; medial: within; and final: starve, pave.

### 3.2.3 /s z/: Alveolar Fricatives

Like the pairs before, the first of this pair is voiceless and fortis while the other is voiced and lenis. They are produced with blade of the tongue stuck to the alveolar region leaving a partial space for the air-stream to force out. This is the reason the pair is described as “alveolar fricative”.

/s/ occurs as: s, ss, c, sc, x (+k) as in: site, miss, cite, science, lax;

when initial: sink, sing; when medial: respond, decide; when final: loose, lights;

/z/ occurs as: s, ss, z, zz, x(g+) as in: rise, scissors zinc, frizzle, example; when initial: zinc, zing; when medial: lazy, excite; when final: lose, lies

### 3.2.4 /ʃ/: Palato-alveolar Fricatives

The first of this pair is voiceless and fortis while the other is voiced and lenis. Also, the sounds are palato-alveolar because there is an articulatory glide from the palatal to the alveolar region made by the tongue. And of course, while the tongue sweeps through these regions, it leaves a tiny space for the air to escape causing a little friction that gives rise to the sounds.

/ʃ/ occurs as: s, ss, sh, sch, sc, c, ch, t as in: sure, mission, shell, schedule, conscience, oceanic, charade, nation; when initial: shout, sugar; medial: brochure, assure; final: fish, wish.

/ʒ/ occurs as: s, z, g, j as in: pleasure, seizure, genre, Beijing; when initial: genre, gigue; medial: visual, measurement; final: does not occur in most English words.

### 3.2.5 /h/ Glottal Fricative

This sound is produced at the glottal region, a place the end of the velar with the characteristics of the fricative sounds. It is a voiceless fortis sound; which occurs as: h and wh as in: how, he, who, whose. When in the initial position, it occurs as: hell, his; at the medial position as: perhaps, behind; it does not appear at the final position in English.

#### **4.0 SELF-ASSESSMENT EXERCISE (SAE)**

With the aid of 2 consonant sounds, distinguish between affricate and fricative sounds.

#### **5.0 SUMMARY**

In this Unit 2, attempts have been made describe the English sounds acoustically described as:

- affricate sounds because of the manner the articulators have obstructed the flow of the air and the gradual manner they have allowed the air to escape;
- fricative sounds because the articulators do not really obstruct the air-stream but merely leave a little gap to allow the air pass with a little friction.

#### **6.0 TUTOR-MARKED ASSIGNMENT (TMA)**

Listing the organs of speech involved, describe how fricative sounds are produced.

#### **7.0 REFERENCES/READING LIST**

Gimson, A.C. 1980. *An Introduction to the Pronunciation of English*. London: ELBS & Edward Arnold.

Roach, Peter. (2000). *English Phonetics and Phonology* Cambridge: Cambridge University.

### UNIT 3 THE NASALS, LATERAL, CONTINUANTS AND SEMI-VOWELS: /m, n, ŋ, l, r, j, w/

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
  - 3.1 /m, n, ŋ/: The Nasal Sounds
  - 3.2 /l, r, j, w/ /: The Lateral, Continuant and Semi-vowel Sounds
- 4.0 Conclusion: Self-Assessment Exercises (SAE)
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Reading

#### 1.0 INTRODUCTION

In Unit 3 of this module, I shall describe for you the sounds referred to as nasal, lateral, continuant and semi-vowel. Why are they referred to as such? I am certain that the descriptions of the sounds are not so unfamiliar to you. But wait and see how I am going to explain it to you in the simplest manner you've never really come across. My explanation, you'll find out is simple, but of course, not simplistic. Please, let's ride on.

#### 2.0 OBJECTIVES

You will, by the end of the unit, be able to identify and describe:

- the nasal sounds;
- the lateral sound;
- the continuant sound; and
- the semi-vowel sounds.

#### HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.

- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

### 3.0 MAIN CONTENTS

#### 3.1 /m, n, ŋ/ The Nasal Sounds

One acoustic phenomenon common to the three consonants above is that the air propagated to produce them passes through the nasal cavity (the nose); and because of the resonance that takes place along the narrow path in the naso-pharyngeal cavity, the three sounds are produced in that peculiar nasality sound. To achieve this, the velum is sufficiently lowered to block the air-stream passage through the oral cavity, but which is re-channeled through the pharyngeal to the nasal cavity.

For /m/, the air coming from the trachea is blocked by the two lips, which redirects it to come into the open through the nose. For /n/, it is the articulation of the tongue and the alveolar that stops and redirects the air; while the tongue and the velum block the passage, which forces the air-stream to escape through the nose. This is why they are described as bilabial, alveolar and velar consonants, respectively. However, the three sounds share in common the factor of being voiced.

/m/ occurs as m, mm, mn, mb, mp as in: men, common, column, comb and plump;

while initial: mighty, miss; medial: Simon, committee and final: seem, time.

/n/ occurs as: n, nn, gn, kn, pn as in: no, cannon, reign, kneel and pneumonia;

While initial: net, knotty; medial: unite, gymnastics; final: man and famine.

/ŋ/ occurs as: n+g, k as in: sang and think

while final: there is no occurrence of this in English; medial: singer, stinker, final: ring, trying.

#### 3.2 The Lateral, Continuant and Semi-Vowel Sounds

Some consonant sounds have been found to share similar characteristics that produce oral or vowel sounds. This is because articulations of the organs of speech that produce them do not

constitute such blockage as to stop, dramatically, the airstream on its way out. In such circumstances, there is an ample chance for the air-stream that produces the sound to flow out continuously, freely or uninterrupted; and frictionless. In some cases, too, this free flow of the air-stream actually allows a vocalic glide in the manner of vowel sound. This is why such sounds are often named continuant, semi-vowel and frictionless sounds. Some examples of such sounds are: /l r j w/

### 3.2.1 /l/ The Alveolar Lateral Sound

The lateral sound is mainly a function of the tongue and teeth. If you remember that “lateral” means “side”, then you will quickly understand that while the rest of the body of the tongue is at rest position, the tip of the tongue sticks at the centre of the upper teeth or the alveolar and allows the air to escape through one or both sides of tongue. It is also a continuant, voiced sound. /l/, the only lateral in English, occurs as: l or ll as in:

Initial: line, late, list, lot; medial: silly, ballot, parlour; final: final, bill and seal.

Like you will learn in 3.2.2 below, some indigenous influences exert themselves on this phoneme such that /r/ is used instead of /l/. This is as result of the consonant system of the MT of the user. You must avoid this, by all means so that you will be properly understood. So, do not say: razy for riar for lazy liar.

### 3.2.2 /r/: Post-alveolar Continuant

This is a voiced and frictionless sound. It is also a continuant sound because there is little or no obstacle on the path of the air-stream during production; very similar to the manners of the fricative sounds. It is a post-alveolar consonant because the tip of the tongue tries to make a contact with a region of the roof of the mouth after the alveolar. It occurs as: r, rr, wr and rh as in: rise, rest; arrest, arrive; wrist, write; and rhythm, rhetoric; while initial: rose, rheumatics; medial: arise, parrot; and final position as (hiatus): far away /fa:rəweɪ/, for everyone /fərəɛvrɪwʌn/.

I must inform you again of a problem some users of English as L2 come across with this phoneme. This is an influence of the

indigenous language on English. In this case, there a replacement of /r/ with /l/; such that:

*Reggae music from the radio*

is realised as:

*Leggae music flom the ladio*

As prospective specialists in English, we must learn to drop the L1 influence on English so as not mar our speech with so much local accent and become unintelligible. If you notice that you have this problem, you must make conscious efforts to rid yourself of it; and this is achievable by self-teaching through a good model.

### 3.2.3 /j/: Palatal Semi-vowel

This is a semi-vowel frictionless sound (See 3.2). It is also a palatal sound because the point of production is the palate when the tongue makes partial contact with the palate. During its production, the tongue makes a glide movement of a little duration along the palate. Gimson (1980: 212) further explains that it is “articulated by the tongue assuming the position of a front half-close to close vowel (depending on the degree of openness of the following sound and moving away immediately to the position of the following sound”. But while doing so, it still leaves sufficient space between it and the roof of the mouth, which allows the emanating air-stream to flow out uninterrupted. This gives it the vowel-like quality; which, as such, makes it a voiced consonant sound. It occurs as i, u, y, eau, eu, ew, ue and ui, as in: spaniel, fuse, yell, beauty, feud, new, pursuit; while initial: yield, you; medial: pursuit, abuse; final: no occurrence in English.

### 3.2.4 /w/: Labio-velar Semi-vowel Sound

This is another frictionless, semi-vowel, voiced consonant sound but produced with the two lips and a glide at the velar position. During its production, the tongue is said to be at the position of a back half-close to close vowel (Gimson, 1980: 215). It occurs as: w, wh, and u after q, g as in: wear, where, quest and language. It also occurs in words such as: one, once, choir and suite. When final, /w/ occurs as wheat, well; medial: require, aware; final: not common in English.

#### 4.0 SELF-ASSESSMENT EXERCISE

Describe the articulatory and acoustic activities that make /m l j/ similar consonants. Illustrate with English words.

#### 5.0 SUMMARY

In this Unit 2, attempts have been made to describe the English sounds acoustically described as:

- the nasal sounds- coming through the nose
- the lateral sound- sideways emission of air-stream
- the continuant sound, } little or no obstruction as air emits, in vowel-like
- the semi-vowel sounds }

#### 6.0 TUTOR-MARKED ASSIGNMENT (TMA)

With the aid of one sound each describe the nasal, lateral and semi-vowel sounds of English.

#### 7.0 REFERENCES/READING LIST

Gimson, A. C. 1980. *An Introduction to the Pronunciation of English*. London: ELBS & Edward Arnold.

Roach, Peter. 2000. *English Phonetics and Phonology*. Cambridge: Cambridge University.