

Syllable-final consonant inclusion – lesson 3

Focus syllable-final sounds: /n/ /t/ /s/

To see a lesson like this one in action, go to:

<https://www.youtube.com/watch?v=ZfrUo2zvpWw>

Stage 1: Mouth Exercises

In this stage, learners simply repeat after the teacher. Ask learners to put away paper, pencils and other materials. They may have mirrors in order to watch their mouth movements, if you wish. Take one column below a time and say the VC and VCC sequences, asking the learners to repeat. Do not show the learners the text below!

Sample words in parentheses below are to help teachers with pronunciation. Only vocalize the final vowel and consonant(s) to learners. Ex: the first word in parentheses below is “seen”. Say “een” to learners, and ask them to repeat.

/n/	/t/	/s/
/in/ (seen)	/it/ (eat)	/is/ (east)
/ɪn/ (in)	/ɪt/ (it)	/ɪs/ (hiss)
/æɪn/ (Ann)	/æt/ (at)	/æs/ (ass)
/aɪn/ (on)	/at/ (ought)	/as/ (awe + /s/)
/oʊn/ (own)	/oʊt/ (owe)	/oʊs/ (coast)
/un/ (soon)	/ut/ (shoot)	/us/ (moose)
/aɪn/ (stein)	/aɪt/ (ate)	/aɪs/ (ace)
/ʌn/ (un)	/ʌt/ (shut)	/ʌs/ (us)

Stage 2: Backward Build-up

Concentrating on one column below at a time, work with learners to build each word backward. Write only one letter or sound on the board at a time. It is important to ask learners to vocalize the sounds each time you write a new element.

It is **not** important for learners to know the meanings of the words in this stage.

/n/	/t/	/s/
can	sit	class
run	eight	glass
van	light	boss
spoon	skirt	plus
clean	foot	yes
brown	eat	house
kitchen	boot	

Stage 3: Discrimination

Stage 3 has several component activities. Each activity uses the same 3 minimal pairs along with images. The 3 minimal pairs and images are found in the final page of this document.

Whereas in Stage 2 it wasn't important for learners to understand the meaning of the words, Stage 3 should be meaningful.

Three meaningful minimal pairs, one for each of the lesson's focus sounds:

why/wine
rye/rice
why/white

First, the learners and teacher all have a handout with pictures (find below). You can reduce the size of the pictures and make ¼ sheets to save paper.

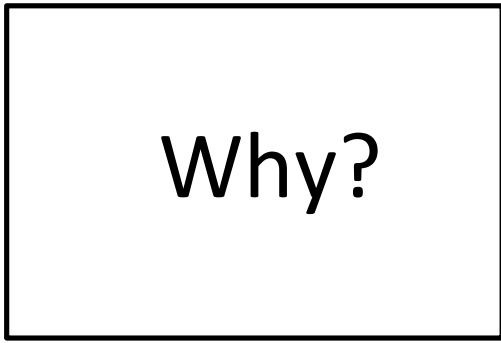
The teacher and learners go through all of the pictures for pronunciation. Special attention should be given to the fact that the left is missing a final consonant and the right includes the final consonant(s), and that this difference creates two meaningful but different words in English.

Second, the teacher says a word and the learners indicate what they heard by pointing to the picture. Repeat many times.

Third, learners form a circle, and one takes on the role of the teacher, saying the word and indicating whether the others have pointed to the correct picture. This practices listening discrimination, but also gives the speaker feedback as to whether or not they are being clear.

Fourth, learners work in pairs alternating between the speaking role and the listening role. Build in repetition by switching partners several times.

1



Why?

why

2



wine

3



rye

4



rice

5



Why?

why

6



white

Photo credits:

1. (none)
2. Photo by Dziana Hasanbekava: <https://www.pexels.com/photo/bottle-of-wine-with-glasses-in-studio-7809784/>
3. Photo by Chander Mohan: <https://www.pexels.com/photo/a-brown-wheat-on-long-stem-4688247/>
4. Photo by Polina Tankilevitch: <https://www.pexels.com/photo/close-up-photo-of-rice-on-person-s-hand-4110256/>
5. (none)
6. Photo by Bidvine: <https://www.pexels.com/photo/person-pouring-white-paint-on-container-2293822/>