

LESSON 3

Consonant Sounds

We have learnt earlier that the speech sounds can be divided into two types: the vowel sounds and the consonant sounds.

The consonant sounds are 24 in number. A brief description of these is given below. These may be grouped according to:

- a) the way they are pronounced
- b) the place of pronunciation in the mouth, and
- c) whether they are voiced or unvoiced (a sound is 'voiced' if accompanied by vibrations in the vocal cords and it is 'unvoiced' when there are no vibrations in the vocal cords.)

We shall deal with consonant sounds in groups based on the first classification i.e. the way the sounds are produced. This classification includes;

1. Plosives: /p/, /b/, /t/, /d/, /k/, /g/.
2. Affricates: /tʃ/, /dʒ/.
3. Fricatives: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.
4. Lateral: /l/.
5. Frictionless Continuant: /r/.
6. Nasals: /m/, /n/, /ŋ/.
7. Semi – Vowels: /w/, /j/.

(i) Plosives

Let us take the first group of consonant sounds, the **plosives**. These are six in number and include:

/p/ as in 'pet', /b/ as in 'bag', /t/ as in 'tap', /d/ as in 'dog', /k/ as in 'kite' and /g/ as in 'go'. You will notice that while saying these sounds the air pressure is built up due to blocking of the air stream coming out of our lungs by closing the speech organs at some point. The blocked air is then suddenly released to produce a plosive sound.

/p/ Pin

To produce the sound /p/:

1. Close both the lips tightly to shut the mouth cavity.
2. Let the air pressure build up.
3. Open the lips to let the air out suddenly.
4. There should be no vibration in the vocal cords.

See the figure given below and practise producing this sound. The first figure shows the position of lips when we begin to produce this sound, the second figure shows the position of lips immediately after the sound has been uttered.

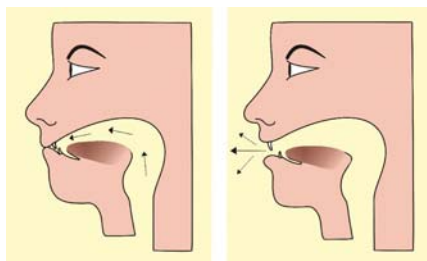


Figure 3.1: Production of the sound /p/

Read the words given below and note how the consonant sound /p/ is produced.



Other words :

page, piece, point, pencil, punish, peace, patience, place, space, speak, spring, split, happy, simple, important, apply, pupil, lip, dip, ship, cap, hop, leap.

Exercise 1

Read the sentences given below and locate the words containing the sound /p/.

1. The painter sprayed the pink paint all over the puzzle.
2. To polish your pronunciation practise patiently.
3. Taking a sip of soup from the cup, Peter smacked his lips.
4. Please pack a pound of potatoes.
5. Polly won a prize in the triple race, which involved hopping, skipping and jumping.

Exercise 2

What is the sound of the letter 'p' in 'cupboard' and 'receipt'?

/b/ Ball

To produce the sound /b/:

1. First practise the sound /p/.
2. Now add voice to it with the help of vibrations in the vocal cords.

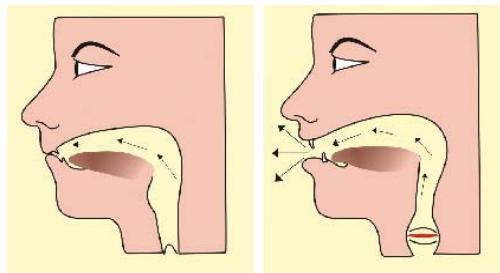


Figure 3.2: Production of the sound /b/

Read the words given below and note how the consonant sound /b/ is produced.



Other words :

stumble, member, hub, cub, bed, bike, bow, bite, bill, band, bay, bread, blade, block, back, bear, big, board, behave, below, behind, about, cupboard, labour, flabby, shabby, tribal, pebbles, cobbler, cub, crab, job, cab, tribe, club, shrub, tub, cube.

Exercise 3

Read the sentences given below and locate the words containing the sound /b/.

1. The baby used the blocks to make a beautiful building.
2. Buy a bottle of black ink when you go to the bazaar.
3. Don't borrow books, buy them.
4. We have baked beans and bread for breakfast.
5. The club members must pay the bills by February.

/t/ Table

To produce the sound /t/ :

1. Press the tip of the tongue tightly against the teeth ridge.
2. Let the air pressure build up .
3. Quickly remove the tip of the tongue to let the air out suddenly.
4. There should be no vibration in the vocal cords.

See the figure given below and practise producing this sound. The first figure shows the initial position of the tongue and the lips while the second picture shows these positions at the final stage of pronunciation.

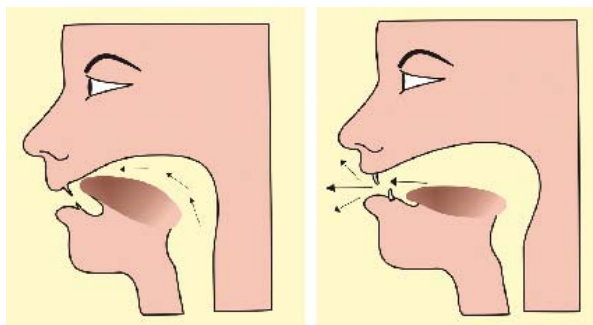
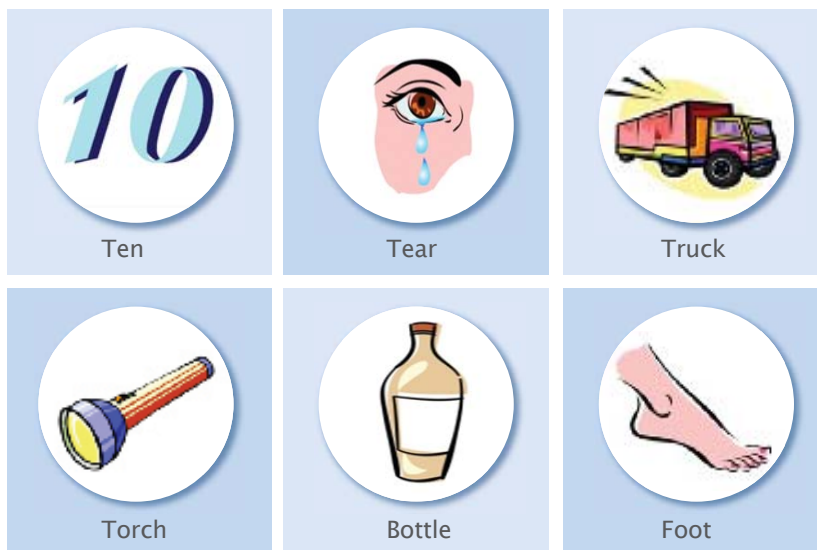


Figure 3.3: Production of the sound /t/

Practise the sound /t/ by reading the following words aloud.



Exercise 4

Practise the sound /t/ further with the help of these words and note the letters used to produce the sound /t/.

time, tray, attack, top, tense mountain, tick, tough, time, pretty, fountain, cut , attract, captain, hospital, bat, cot, meet, flight, pest, nest, seat, height, act, talked, laughed, sit, hopped, feet, watched, festival.

Note: The past forms of words ending with 'ed' sound like/t/ at the end if the root word ends with a voiceless sound such as /k/ as in 'talked', /f/ as in 'laughed', /p/ as in 'jumped' and /s/ as in 'passed'.

Exercise 5

Read the sentences given below and locate the words containing the sound /t/.

1. At no time must you be tense.
2. His tattered coat took twenty minutes to be stitched.
3. It's time to set out for the tour.
4. Fatty Twinkle Teddy is her favourite toy.
5. Put it in the past perfect tense.
6. Don't try to touch the hot pot.
7. They laughed and talked as they watched the movie together.
8. The pretty teenager attracted a lot of attention at the party.

Exercise 6

Read the following words and underline the letter 't' where it is silent.

castle, kettle, Christmas, fight, whistle, cotton, fasten.

/d/ Deer

To produce the sound /d/ :

1. First practise the sound /t/.
2. Now add voice to it with the help of vibrations in the vocal cords.

See the figures given below and practise this sound. The two figures given below show the initial and final positions of the tongue when we utter this sound.

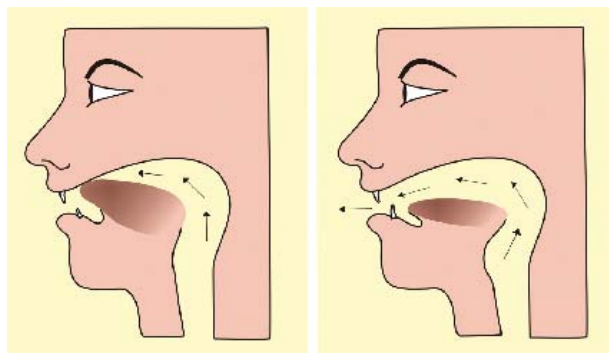
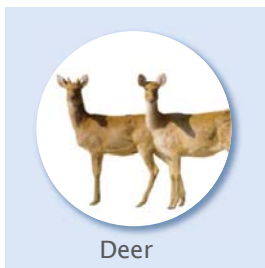
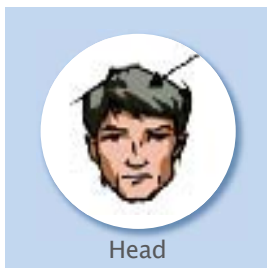


Figure 3.4: Production of the sound /d/

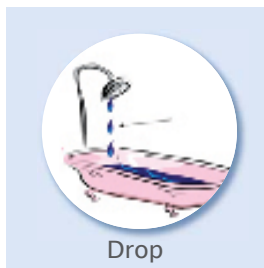
Practise saying the following words aloud with special attention to the sound /d/.



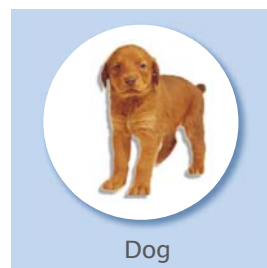
Deer



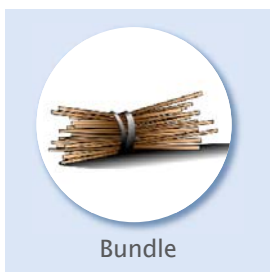
Head



Drop



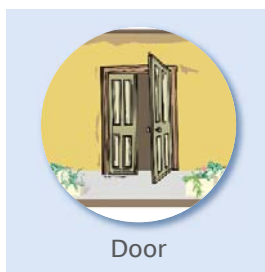
Dog



Bundle



Spider



Door

Exercise 7

Practise the sound 'd' with the help of the following words and write down the words ending with the /d/ sound.

dig, day, dark, dozen, delay, bad, addition, dance, pod, saddle, dry, riddle, sad, dark, bread, blade, behind, hand, pleased, desire, deal, ground, drop, called, sinned, shrugged.

Exercise 8

Read aloud the following verbs all ending with the regular past form (-ed).

You will notice that sometimes -ed is pronounced as /d/ and at other times as /t/ in these words. Sort these words accordingly into the two columns and also note down the consonant after which these sounds occur (preceding consonant).

asked, begged, helped, attacked, filled, shared, talked, watched, bathed, wished, dragged, rubbed, slipped, kneeled, loved, laughed, judged, missed, hummed, pinned

Words ending with sound /t/	Preceding consonant	Word ending with sound /d/	Preceding consonant

Exercise 9

Read the sentences given below and locate the words containing the sound /d/.

1. He'd dried the dahlia and dog flower seeds for the garden.
2. Don't add dollars to pounds directly.
3. Dye the dress and drip-dry it in the shade.
4. Do you dance on Fridays?
5. I had a bad day in Delhi yesterday.

/k/ Kite

To produce the sound /k/ :

1. Press the back of the tongue against the soft palate (back part of the roof of the mouth).
2. Let the air pressure build up .
3. Quickly remove the back of the tongue to let the air out suddenly.
4. There should be no vibration in the vocal cords.

See the figure given below and practise this sound.

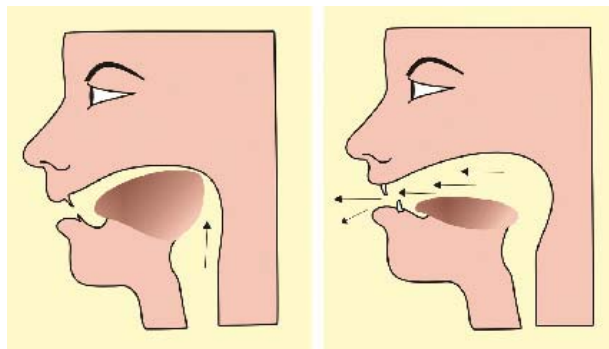


Figure 3.5: Production of the sound /k/

Practise saying the following words aloud with special attention to the sound /k/.



Exercise 10

Read the words given below and note the different spellings of the sound /k/ in these words.

kite, cake, cup, coat, coast, class, kind, kick, cross, keep, character, chemistry, chaos, stomach, queen, quilt, queue, quality, quiet, across, account, record, request, decay, darkness, ankle, breakage, background, occasion, occur, book, walk, truck, stick, frock, brick, ache, bark.

Exercise 11

Say the following words aloud. What do you notice about the sound of the letter 'k' in these words?

knock, know, knee, knickers, knife, knowledge.

Exercise 12

Read the sentences given below and locate the words containing the sound /k/.

1. The quality of cakes in this bakery is quite good.
2. The strikers have stopped work in the factory.
3. I can't drink cold coffee because I've caught a cold.
4. Kamal kicked the ball to the back of the court.
5. Cut the cabbages, cauliflowers, carrots and capsicum for the baked dish.
6. The Cricket World Cup attracted controversy.
7. Keep quiet and sit calm during the class discussion.

/g/ Girl

To produce this sound /g/ :

1. First practise the sound /k/.
2. Now add voice to it with the help of vibrations in the vocal cords.

This sound, like /k/, is also made by pressing the back of the tongue against the soft palate. It is accompanied by vibration of the vocal cords (throat). See the figure given below and practise this sound. The two figures given below show the initial and final positions of the tongue when we utter this sound.

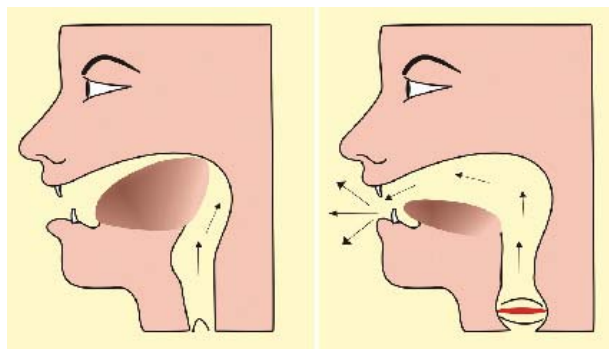
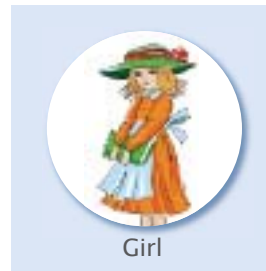
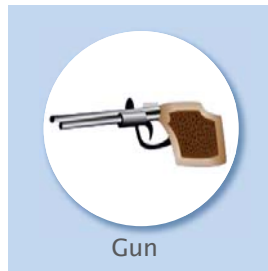


Figure 3.6: Production of the sound /g/

Read the following words and note how the letter 'g' is pronounced.





Exercise 13

Read the words given below and note whether the letter 'g' is pronounced as /g/ or as /dʒ/. Put these words in correct column of the following table.

girl, ginger, gym, gingerbread, giraffe, give, glass, gesture, guest, general, generation, gem, gene, gaze, gallant, game, gain, God, suggest, budge, George, Geography, sag, guard, jungle, dagger.

Words containing the letter 'g' pronounced as /g/	Words containing the letter 'g' pronounced as /dʒ/

Exercise 14

Read the sentences given below and spot the words which contain /g/ sound. Also note the words which contain the letter 'g' but it is pronounced as /dʒ/.

1. He is holding a long string.
2. Did you get grass for your goat?
3. The beggar gave George his luggage and got a bag in return.
4. He returned in a giant ship after a great struggle.
5. Garbage in is garbage out.
6. They garnished the dish with ginger and garlic.

(ii) Affricates

These sounds are also produced by the blockage of the outgoing air stream like the plosives. However, the release of air by parting of the speech organs is gradual and not sudden as in plosives. The sounds of /tʃ/ as in 'chair' and /dʒ/ as in 'jug' are affricates.

/tʃ/ Chair

The consonant /tʃ/ is produced by pressing the front part of the tongue against the front part of the roof of the mouth as is shown in the figure. The air is released slowly after the blockage is removed. This is a voiceless sound as there is no vibration in the vocal cords. See the figure given below and practise this sound.

The two figures given below show the initial and final positions of the tongue when we utter this sound.

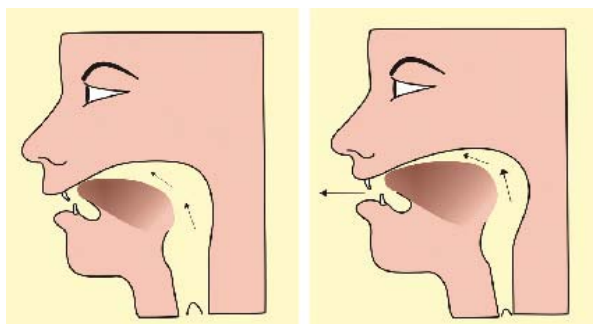
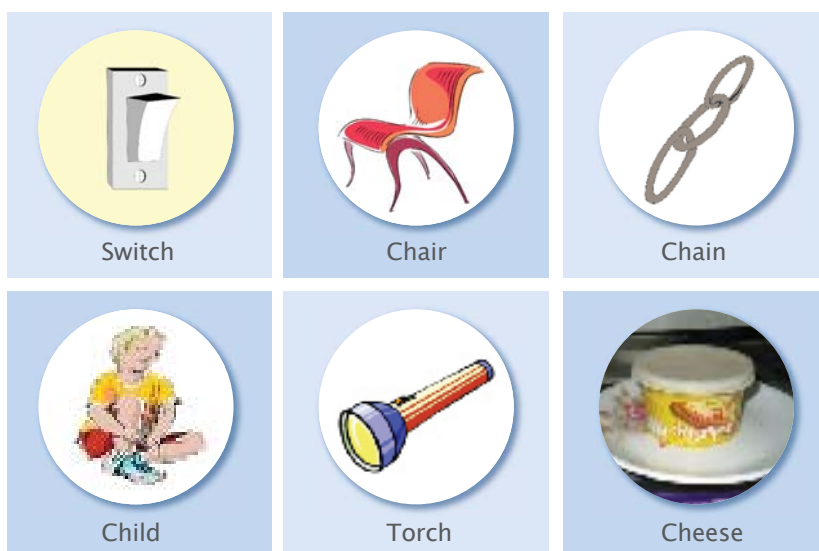


Figure 3.7: Production of the sound /tʃ/

See the pictures given below and read the words given under them to practise this sound.



Exercise 15

Given below are words which contain the consonant sound /tʃ/. Read these words aloud and note where this sound occurs in these words - a) beginning b) middle or c) end.

chair, chain, chew, choose, chick, cheese, charming, cheerful, feature, reaching, riches, archery, watchman, speech, furniture, nature, picture, suggestion, question, catch, watch, match, peach, bench, march, research, teach.

Exercise 16

Now read the words given above again and find out which letters are used to produce the consonant sound /tʃ/.

Exercise 17

Read the sentences given below and locate the words containing the sound /tʃ/.

1. Children choose to eat chips and sandwiches with ketchup rather than chapatti with chutney.
2. The watchdog cheerfully wagged his tail.
3. He gave a charming smile but his speech was very boring.
4. The researcher chased the chickens under the bench.
5. The chairperson wore a cherry- red coloured dress.
6. The question is: Why does the furniture not match with the carpet?
7. The teacher watched over the children at the beach.

/dʒ/ Jug

The consonant sound /dʒ/ is produced exactly the same way as /tʃ/, but it is a voiced sound so the vocal cords vibrate in producing this sound. See the figure given below and practise producing this sound. The two figures given below show the initial and final positions of the tongue when we utter this sound.

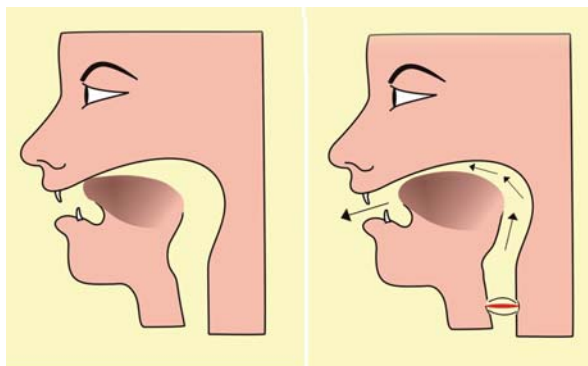








Figure 3.8: Production of the sound /dʒ/

Practise saying the following words aloud with special attention to the sound /dʒ/.

 Jam	 Jug	 Vegetables
 Orange	 Juice	 Bridge

Exercise 18

Given below are three sets of words which contain the consonant sound /dʒ/. Read these words aloud and note where this sound occurs in these words.

Set 1: Joy, jelly, jump, jam, gentle, geography, giant, juice.

Set 2: Margin, pyjamas, largely, refrigerator, tragedy, soldier.

Set 3: Huge, orange, strange, bridge, charge.

Exercise 19

Read the words given above once again and find out which letters are used to produce the sound /dʒ/.

Exercise 20

Now read the following sentences, and note the words containing the sound /dʒ/. Also, underline the letters used to produce this sound.

1. There is jam and ginger bread in the fridge.
2. Janki joined the Geography Department in January.
3. The soldier drinking the juice is a gentleman.
4. They joined hands and jumped over the bridge.
5. You look gorgeous in the orange jacket.

(iii) Fricatives

Let us take the third group of consonant sounds. These are nine in number and include:

/f/ as in 'fan', /v/ as in 'van', /θ/ as in 'think', /ð/ as in 'then', /s/ as in 'sit', /z/ as in 'zoo', /ʃ/ as in 'shoe', /ʒ/ as in 'pleasure' and /h/ as in 'hen'. These sounds are produced by a continuous flow of air through a narrow passage in the mouth made by placing the two organs of speech very close together. Now let us discuss these sounds one by one.

/f/ Fan

To produce the sound /f/:

1. Touch your upper teeth with the lower lip.
2. Blow out air between the teeth and the lower lip without using your voice.

See the figure given below and note how the consonant sound /f/ is produced.

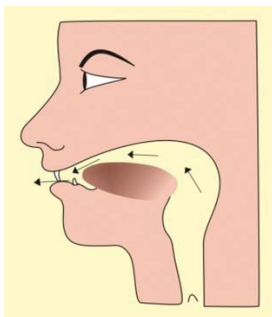


Figure 3.9: Production of the sound /f/

Read the following words aloud and practise the sound /f/.



Exercise 21

Read the following sentences and underline letters which are used to produce the sound /f/.

1. This is a ceiling fan.
2. I bought a beautiful photo frame.
3. The surface of the road is rough.
4. Mangoes are my favourite fruit.

Exercise 22

Read aloud the passages given below and mark the words that produce the /f/ sound. Read them aloud once again.

1. Kanha National Park came into existence in 1955. Since then, its flora and fauna have been protected. It preserves a great number of wildlife species. It is one of the finest national parks in Asia. You can see its photographs on the internet.
2. The forests of the Himalayan region have played an important role in the life of the people of Uttarakhand. They have been supplying fodder for their cattle, wood for fuel, fresh fruits for food and herbs for medicines. The forests have also prevented floods and soil erosion in the area during the rough monsoon season.

/v/ Van

To produce this sound /v/:

1. First practise the sound /f/.
2. Then add voice to it to produce the target sound.

Look at the figure below. It will help you to produce this sound correctly.

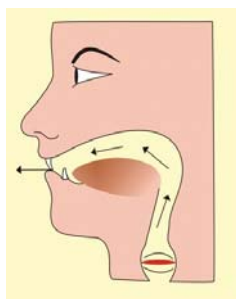


Figure 3.10: Production of the sound /v/

Read the following words aloud and note the way /v/ sound is produced.



Read aloud the conversation between two friends, Raj and Shyam to practise the sound /v/.

Raj: Shyam, I visited my grandparents last week.
Shyam: That's very nice. Where do they live?
Raj: They live in a small village near Varanasi.
Shyam: I'd love to live in a village. Life is very simple there.
Raj: Yes. I think I will invest in some land near Varanasi.

Exercise 23

Read the sentences given below and underline the words that contain the sound /v/.

1. We should eat green vegetables every day.
2. Blood flows through the veins in our body very fast.
3. Many visitors to Agra see the Taj Mahal and also visit the Red Fort.
4. We must cast our votes to bring about a revolution in the country.
5. We have given away five expensive vases from our shop to the charitable society- 'Vision for All'.

Note: You have now learnt both the sounds /f/ and /v/. The former is voiceless, whereas the latter is voiced. The following exercise will help you to differentiate the two sounds.

Consonant sounds /f/ & /v/

Read the following pairs of words and note the difference in the way the sounds /f/ and /v/ are produced.

Fan — van	Few — view
Fine — vine	Fission — vision
Ferry — very	File — vile

Exercise 24

Read the following words aloud and divide them in two columns on the basis of the sounds /f/ or /v/ they contain.

fridge, roof, voice, level, fur, victory, revolution, vision, raft, refresh, half, enough, love, laugh, photo, behaviour, five.

Sound /f/	Sound /v/

Read the following sentences aloud using each of the two words given in brackets in turn and observe the difference in meaning when using the sounds /f/ or /v/ in these words:

1. Their (fine/vine) seems good this year.
2. The (few/view) that we saw pleased us.
3. We got our (fans/vans) last week.

/θ/ Teeth

To produce the sound /θ/:

1. Bring your tongue between your teeth.
2. Then blow out air without using your voice.

See the image given below to know how the sound /θ/ is produced.

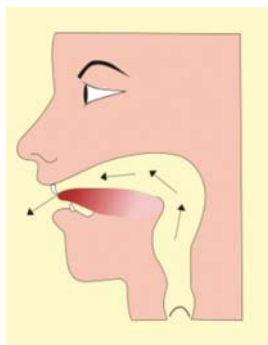


Figure 3.11: Production of the sound /θ/

Read the following words aloud and note the way /v/ sound is produced.



Exercise 25

Read the sentences given below and underline the words that contain the consonant sound /θ/.

1. We place a thermometer in the mouth to measure temperature.
2. We should brush our teeth with toothpaste every day.
3. Wind the thread around your thumbs with care.
4. Soldiers need a health check up every three months.
5. The film in the theatre showed the birth of panther cubs.
6. The athlete let out a long breath after running through a thick fog.

/ð/ This

To produce this sound /ð/:

1. First practise the sound /θ/.
2. Then add voice to it to produce the target sound.

See the image given below to know more about how this sound is produced.

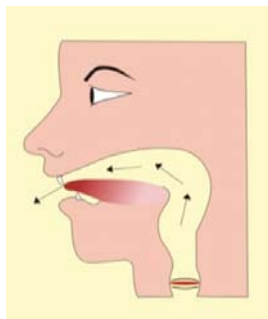
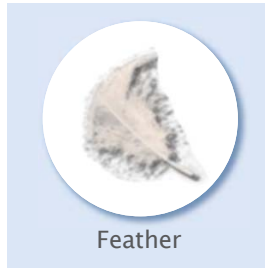
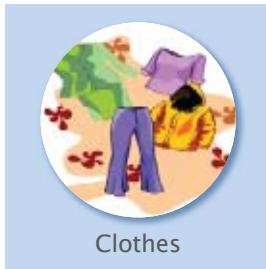


Figure 3.12: Production of the sound /ð/

Now practise the sound /ð/ in the words and given below.



Exercise 26

Read the sentences given below and underline the words that contain the consonant sound /ð/.

1. The father walks with his son every evening.
2. The leather bag will last longer.
3. This is the pen that I bought yesterday.
4. Although the weather was rough yet they attended all the meetings.
5. The peacock has colourful feathers.
6. The boy is bathing with his friends in the river.
7. My brothers work in this factory.
8. Don't go out without your shoes.

Exercise 27

Read the following words aloud and divide them into two columns on the basis of the sounds /θ/ and /ð/ in them (Note that both the sounds are spelt as 'th')

the, thank, thought, this, with, those, brother, these, through, though, there, three, think, thin, breathing, breath, faithful, toothless, authority, without, mother.

Words containing the /θ/ sound	Words containing the /ð/ sound

/s/ Sofa

To produce the sound /s/:

1. Slightly touch your upper teeth with the tip of the tongue.
 2. Blow out air between the teeth and the tongue without using your voice.
- See the figure given below to know how the sound /s/ is produced.

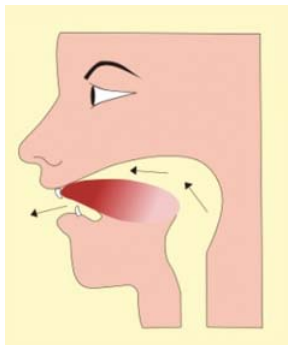


Figure 3.13: Production of the sound /s/

Read the following words aloud and note how the consonant sound /s/ is produced.



Exercise 28

Read the sentences given below and underline the words that contain the consonant sound /s/.

1. She keeps dirty utensils in the sink.
2. The seal is a sea animal.
3. The children were playing in a circle.
4. The soup is steaming hot.
5. The postman delivered the parcel.
6. The policeman at the crossing blows a whistle.

Exercise 29

Read the following words aloud and underline the different letters producing the sound /s/ : caps, box, skull, school, sir, books, salt, sip, sand, soul, pass, parcel, face, cell, difference, science, scene, mix, essence.

/z/ Zip

To produce this sound /z/:

1. First practise the sound /s/.
2. Then add voice to it to produce the target sound. See the given figure to understand how the sound /z/ is produced.

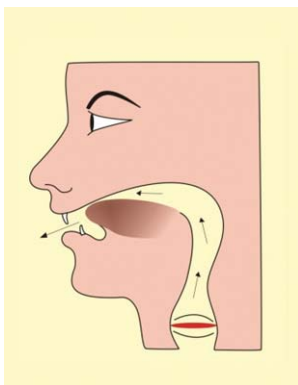
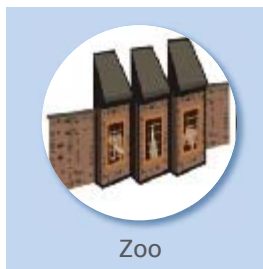
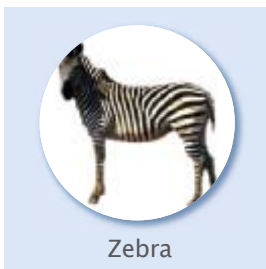
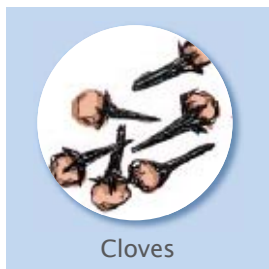
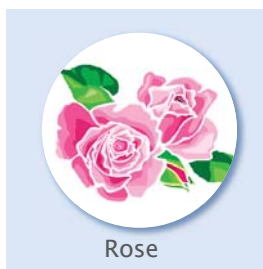
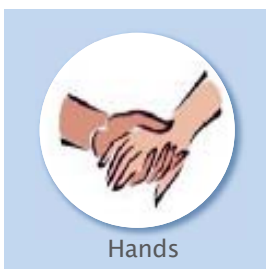
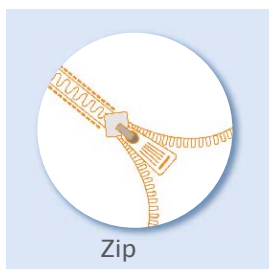


Figure 3.14: Production of the sound /z/

Practise reading the following words aloud and note where the sound /z/ occurs in each word:



Exercise 30

Read the following sentences and underline the letter(s) producing the sound /z/ and also note the spellings.

1. The zebras are enclosed in cages at the zoo.
2. The rose is the king of flowers.
3. Cloves are good for the throat.
4. Always wash your hands before meals.
5. The sun is rising over the hills.
6. The bazaar is closed on Tuesdays.

Note: The alternative spelling of the sound /z/ is 's', as in case of 'hands, cloves and rose.'

Exercise 31

Read the following words aloud and divide them into two columns on the basis of the sounds /s/ or /z/ which they contain.

rings, rise, sign, slow, price, bags, cats, sweet, sleep, lungs, peace, peas, fence, fans, niece, knees, lacy, lazy, ice, eyes, falls, false, buttons, bottles

Words containing /s/ sound	Words containing /z/ sound

/ʃ/ Ship

To produce the sound /ʃ/:

1. First practise the sound /s/.
2. Then move the tip of the tongue further back to produce the target sound.

See the figure given below and practise this sound.

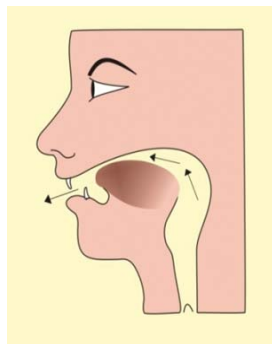


Figure 3.15: Production of the sound /ʃ/

Read the following words aloud and note how the consonant sound /ʃ/ is produced.



Exercise 32

Read the following words and note down the different combinations of the letters used to produce the sound /ʃ/.

sheet, shy, shine, shore, shave, passion, fashion, ration, emotion, sure, show, shoot.

Exercise 33

Read the following words aloud and group them into three columns depending on the sound they contain /s/, /ʃ/ or /z/.

school, breeze, shoe, case, easy, shine, flash, permission, cash, bus, box, mission, closes, pauses, pass.

Words containing /s/ sound	Words containing /ʃ/ sound	Words containing /z/ sound

Exercise 34

Read the following plural forms of the words given below and group them into three categories according to the ending sounds /s/, /z/ and /iz/.

pens, dams, songs, caps, crabs, pets, beds, kicks, mugs, watches, judges, wolves, puffs, berths, deaths, breathes, clothes, bathers, clutches, bridges.

Words ending with /s/ sound	Words ending with /z/ sound	Words ending with /iz/ sound

/ʒ/ Treasure

To produce the sound /ʒ/ :

1. First practise the sound /ʃ/.
 2. Then add voice to it to produce the target sound.
- See the figure given below and practise this sound.

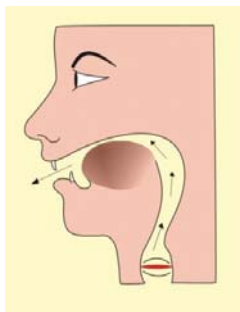
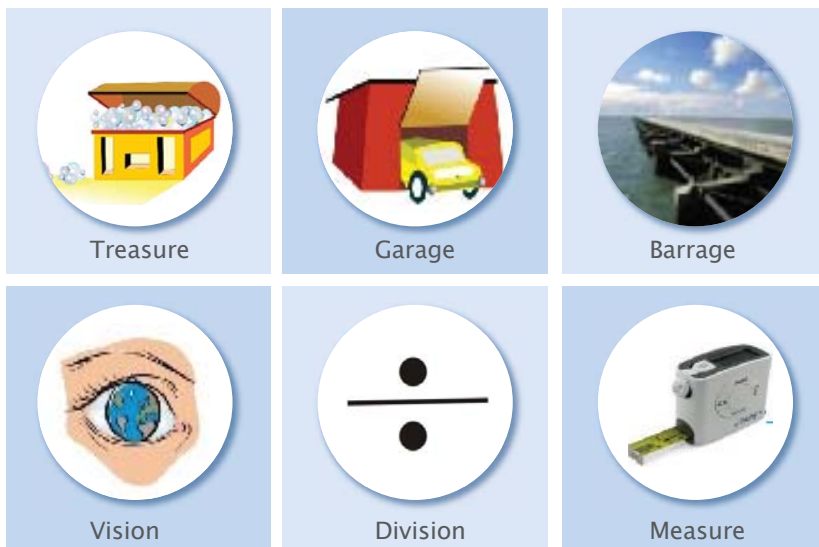


Figure 3.16: Production of the sound /ʒ/

Read the following words aloud and note how the consonant sound /ʒ/ is produced.



Exercise 35

Read the following sentences and underline the words which contain /ʒ/ sound.

1. The decision of the parents was most appropriate.
2. Soil erosion is due to deforestation.
3. The illness affected his vision.
4. The cars were all parked in the garage.
5. The division of the property among the brothers was unfair.
6. The thief stole the treasure.
7. A barrage was built on the river to control the flood water.

/h/ Hat

To produce the sound /h/ :

1. First open your mouth.
2. Then push plenty of air out from the throat quickly just like we do in the winters to warm our hands.

See the figure given below and practise this sound.

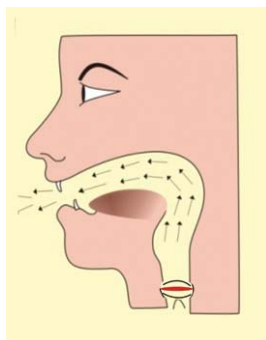


Figure 3.17: Production of the sound /h/

Read the following words aloud and note how the consonant sound /h/ is produced.



Exercise 36

Read the sentences given below and underline the words which contain the sound /h/.

1. Who has left his hat in the hall?
2. The race horse was standing behind the hedge.
3. They have put a hoarding up on the hill top.
4. Hunting tigers is prohibited in Bihar.
5. Perhaps they will be happy in Haryana.

(iv) Lateral

The English sound /l/ comes under this category. The sound is called lateral (which means side) as the air stream comes out from both sides of the tongue due to blockage in the middle of the mouth.

/l/ lamp

To produce the sound /l/ :

1. Let the tip of the tongue touch the teeth ridge.
2. Let the air come out through the sides of the tongue.
3. Feel the vibrations in your throat.

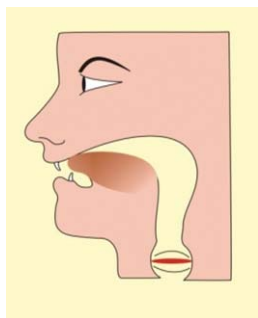


Figure 3.18: Production of the sound /l/

Read the following words aloud and note how the consonant sound /l/ is produced.



Practise saying the following words which contain the sound /l/

light, line, loyal, lamb, long, late, liver, legs, handle, yellow, laugh, pull, oil, flame, loaf, lock, pillar, slide, black-board, ladder, letter, apple.

Exercise 37

Read the sentences given below and underline the words which contain the sound /l /.

1. Lalit fell off the lorry and was badly hurt.
 2. The liver is a vital organ in the body.
 3. Lift the bundle up and put it on the table.
 4. Planting trees helps lower the pollution level.
 5. Village life is still simple and healthy.
 6. Leela blessed Lalit with a long and healthy life.
 7. Blow the flame lightly but calmly till the fire lights up.
- Note:** 'l' is silent in words like walk, talk, half, calm, calf, should, would.

(v) Frictionless continuant

The English sound /r/ as in 'rat' comes under this category. The air passes out through a narrow passage without any friction.

/r/ rose

To produce the sound /r/:

1. Put the tip of the tongue just behind the teeth ridge.
2. Let the air come out of the narrow passage near the teeth ridge.
3. Feel the vibrations in your throat.

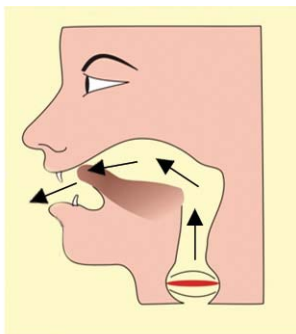
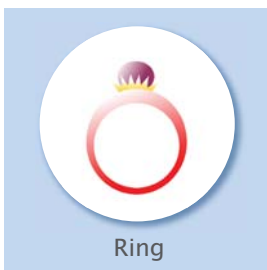


Figure 3.19: Production of the sound /r/

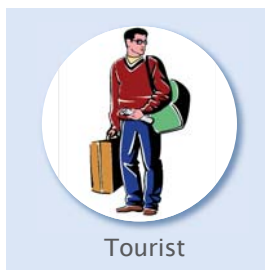
Read the words given below and note the sound /r/.



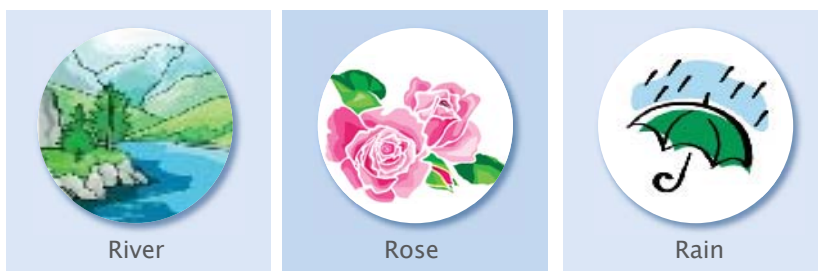
Fruits



Ring



Tourist



Other words:

ray, three, draw, cross, road, track, tree, river, raised, rough, rock, scream, grow, root, forest, heart, cradle.

Exercise 38

Read the following sentences and underline the words containing /r/ sound.

1. Cricket is a crazy game.
2. The driver of the red car braked suddenly at the traffic light.
3. The acrobat in the circus swung around on the trapeze and then went through the ring of fire.
4. This greeting card is worth three hundred rupees.
5. Remember to bring a crate of soft drinks for the party.
6. Her answers are never wrong.
7. Ring out the old, ring in the new.
8. Reading, writing and arithmetic are the three R's of primary education.
9. She bought red roses for her mother's birthday.

Note: If /r/ is followed by a consonant, its sound is unheard. It is also silent if it comes at the end of the word i.e. 'better', 'sir', 'singer', 'fur', etc. The sound of the phoneme /r/ is heard only when it is followed by a vowel sound i.e. 'driver', 'hundred' etc.

(vi) Nasals

There are three nasal sounds in English—/m/ as in 'man', /n/ as in 'nine' and /ŋ/ as in 'ring'. These are called nasals because the outgoing air stream passes through the nasal cavity in place of the oral cavity as in all other sounds. The oral cavity is closed by lowering the soft palate.

/m/ Man

To produce the sound /m/ :

1. Close your lips tightly
 2. Let the air come out through the nose. Add voice to it.
- See the figure given below and practise this sound.

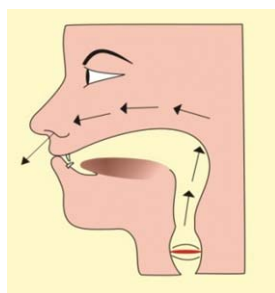


Figure 3.20: Production of the sound /m/

Read the following words aloud and note how the sound /m/ is produced.



Exercise 39

Read the sentences given below and locate the words containing the sound /m/.

1. He has worked hard for months and must score the maximum possible marks now.
2. They need him most in the team.
3. Money makes the mare go.
4. Report the temperature using the metric units.
5. Thermometers are used to measure temperature.
6. The map of Mumbai shows areas where the mangroves are found.

/n/ Nine

To produce the sound /n/:

1. Bring the tip of tongue to touch the teeth ridge.
2. Let the air come out through the nose. It is a voiced sound.

See the figure given below and practise this sound.

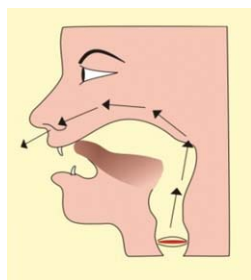


Figure 3.21: Production of the sound /n/

**Read the words given below and practise the sound /n/.
pen, pant, tent, rain, minister, mines, hen, and brown.**



Note: When the consonant /n/ is placed after the consonant /k/, the sound produced is of /n/ and the letter 'k' remains silent as in the words know, knowledge, knee, etc.

Read the following words beginning with the letter 'k' and note how these words are pronounced.

knight, know, knife, knot, knock, knew, knowledge, knell, knit, knave.

Exercise 40

Read the sentences given below and locate the words containing the sound /n/.

1. Many men wanted to win the reward.
2. It is fun to see the sun shine while it is raining.
3. They appointed nine new nurses to look after the new-borns.
4. The man can nose out a new story anywhere.
5. An instrument blown with the nose is called a nose-flute.
6. Nitrate is used to enrich the soil.
7. The eleventh month of the year is November.

/ŋ/ Ring

To produce the sound /ŋ/:

1. Raise the back part of the tongue to touch the soft palate and shut the mouth cavity.
2. Let the air come out through the nose.

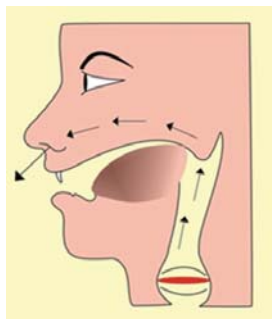


Figure 3.22: Production of the sound /ŋ/

Read the words given under these pictures and note how the sound /ŋ/ is produced.



Exercise 41

Read the words given below noting the position of the consonant sound /ŋ/ in the words. Categorize them accordingly.

singing, jungle, bangle, triangle, among, singer, song, uncle, string, tongue, wrong, hang, crying, swinging.

Words containing /ŋ/ sound in the middle	Words in which the sound /ŋ/ occurs at the end

Note: The sound /ŋ/ occurs in the middle and the end of the words but it does not occur at the beginning of words.

Exercise 42

Read the sentences given below and underline the words containing the sound /ŋ/.

1. There is something wrong with his ankles.
2. He waited for his friend for a long time in the jungle.
3. Two tanks full of drinking water are needed.
4. She fell off the top rung of the ladder.
5. He is gardening while his sister is cooking.

Exercise 43

Categorize the following words into three columns according to the presence of the sounds /m/, /n/, and /ŋ/.

map, new, bring, sting, knew, more, blink, nose, mole, button, night, ring, monkey, knob, sling.

Words containing /m/	Words containing /n/	Words containing /ŋ/

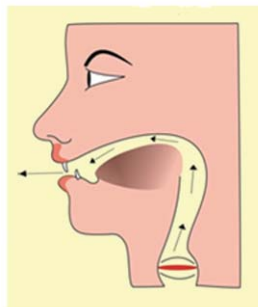
(vii) Semi-vowels

These sounds include /w/ as in 'wall' and /j/ as in 'yellow'. A semi-vowel is a vowel glide in which the tongue glides from one position to another while pronouncing it. However, semi-vowels function like consonants in English speech. Hence they are termed semi-vowels.

/w/ Wall

To produce the sound /w/ :

1. Put your lips in a rounded position as when you say /u/.
2. Raise the back of the tongue close to the soft palate.
3. Produce the sound by quickly gliding over to the vowel sound that follows.
4. In producing this sound the lips are rounded and the tongue assumes a position required for producing the sound that follows it in the word. See the figure given below and practise this sound.



Position of tongue

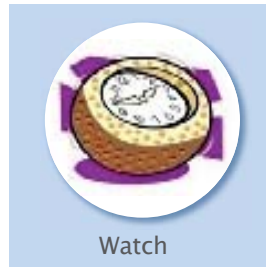
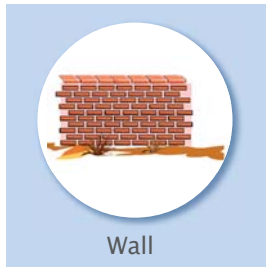
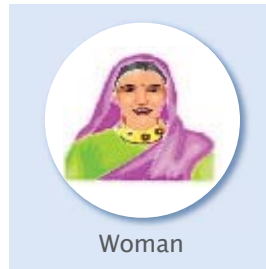
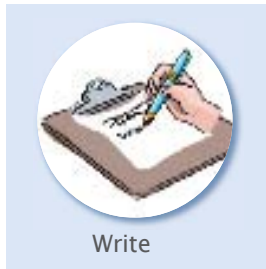


Shape of lips

Figure 3.23: Production of the sound /w/

Read the words given below and note how the consonant sound /w/ is produced.

twig, watch, wallet, whale, wine, queen, wheel, wail, white, worm, railway.



Exercise 44

Read the sentences given below and underline the words containing the sound /w/. Also note its position in the words and categorize them accordingly.

1. This week the weather has been worse.
2. The woman wailed for the loss of her husband's wallet.
3. William was coming on Wednesday.
4. They wore woollen clothes to keep themselves warm.
5. Twenty women were invited to the wedding feast.
6. The party enjoyed walnut cake and sweet wine.
7. From the railway station they walked towards the woods which were very quiet.
8. Why was the queen weary?

The sound /w/ occurring in the beginning of the words	The sound /w/ occurring in the middle of the words

Note: The consonant sound /w/ occurs in the beginning and middle of the words but, it does not occur at the end of the words.

Exercise 45

Given below is a list of words which contain the sound /w/. When we say these words sometimes the sound of /w/ remains silent. Now read these words and divide them in two columns on the basis of the presence of the sound/w/.

worth, write, swallow, sweater, twig, whisky, wrestler, wrong, wring, would, whims, switch, swing, wrinkle, wrap.

Words in which the sound /w/ remains silent	Words in which the sound /w/ is heard

Note: It should be noted that the sound /w/ remains silent if it is followed by the letter 'r'.

Consonant sounds /v/ and /w/

Some speakers use the sound /v/ for both the sounds /w/ and /v/ which leads to a confusion in meaning.

Read the following pairs of words and note the way the sounds /w/ and /v/ are pronounced.

vest — west vine — wine veil — whale vein — wane verse — worse

Note: For producing the sound /v/ the lower lip touches the upper teeth and the lips are in approximately spread position whereas, for production of the sound /w/ the lips are rounded.

Exercise 46

Read the following sentences and underline the words which contain the /v/ and /w/ sounds. Also put them in the correct column of the table given below.

1. He visited the place twice during this week.
2. She was wearing a veil for a while.
3. They went without any woollen vests.
4. Wait, the train is slowing down.
5. Everyone claimed a square of land.
6. The driver went swiftly and avoided the crowd.
7. We voted him vice-president.
8. There lived a hermit in the village above the valley.
9. His book was reviewed.
10. The thief was acquitted.

Words containing sound /v/	Words containing sound /w/

Exercise 47

Read this conversation in pairs and note the words containing the sounds /w/ and /v/.

A: I saw that your hotel had advertised vacancies in the newspaper. I'm interested in working at your hotel. Are the posts still vacant?

B: Yes, they are. There are three vacancies for waiters and waitresses and one vacancy for a watchman.

A: I'm interested in the waiter's job. Are the interviews next week?

B: Yes, on Wednesday. Send me your CV and we'll inform you by Monday evening about the interviews.

Words containing the sound /v/	Words containing the sound /w/

/j/ Yellow

To produce the sound /j/:

1. Put your lips in a position as when you say /i/.
2. Raise the back of the tongue close to the soft palate.
3. Produce the sound by quickly gliding over to the vowel sound that follows.

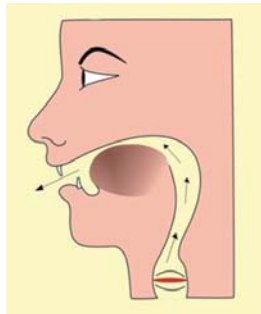


Figure 3.24: Production of the sound /j/

Read the words given under the following pictures and note how the consonant sound /j/ contained in these words is produced.





Exercise 48

Read the sentences given below and locate the words containing the sound /j/. Also note its position in the words and categorize them accordingly.

1. He owns a huge yellow jeep.
2. Have you used the New York subway?
3. A yoke is placed on a bullock's neck.
4. The union members met as usual yesterday.
5. On Tuesday they stood in a queue.
6. They are playing tunes to cure their patients.
7. His future in Europe is uncertain.

Words containing sound /j/ in the beginning	Words containing sound /j/ in the middle

Note: The consonant sound /j/ occurs in the beginning and middle of the words but it does not come at the end.