



Scienze della  
Formazione  
English Lab IV  
TEYL

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Introducing my working experience:

**I am Francesca Mancini**

**I am an English Teacher**

*I have been teaching in Montale Secondary School in Pontedera (Florence) for about 24 years*

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A stylized landscape illustration. The foreground features rolling green hills in various shades of green. On the left, a small brown tree with a black trunk and a cluster of purple and pink flowers stands on a hill. The background consists of layered, wavy bands of light blue and white, suggesting a sky or distant hills. The text 'Phonemic awareness' is written in a brown, cursive font in the center-right area.

*Phonemic  
awareness*

# Phonemic Awareness

What is Phonemic Awareness?

- Children need to be taught to hear sounds in words and words are made up of the smallest parts of sounds or phonemes.
- Phonemic awareness refers to the ability to hear and manipulate sounds in words. It is not phonics. It is auditory and does not involve words in print.



*It means recognizing and using individual sounds to combine sounds and create words.*

- It is the ability to recognize that a spoken word consists of a sequence of individual sounds;*
- To manipulate individual sounds in the speech stream*

Examples of Phonemic Awareness Skills;  
Example: Application Blending What word am I trying to say? Mmmmmop.  
Segmentation - first sound isolation What is the first sound in mop? Segmentation - last sound isolation What is last sound in mop? Segmentation - complete What are all the sounds you hear in mop



*Mind*

*The best predictor of reading difficulty on  
kindergarten or first class primary school  
is the inability to segment words and syllables into  
constituent sound units  
(phonemic awareness)*

- The ability to hear rhymes and alliteration.
- Hearing words in spoken language.
- Hearing syllables in spoken words and then being able to clap out syllables.
- Hearing sounds at the beginning of words and then being able to produce words that begin with certain sounds.
- Recognising and identify rhyming words and then being able to produce rhyming words.
- Being able to hear individual sounds in words.
- Being able to blend individual sounds together to make a word (e.g. c\_a\_t = cat).
- Being able to segment sounds in words (e.g. cat = c\_a\_t).
- Deleting, substituting and manipulating sounds in words.





*Phonemic awareness in order to*

*Develop the child's ability to identify and produce rhyming words.*

*Improve the child's syllable awareness.*

*Develop the child's ability to blend sounds.*

*Strengthen the child's ability to identify sounds at the start, at the end and in the middle of words.*

*Help the child sound out words.*

*Improve the child's reading comprehension.*

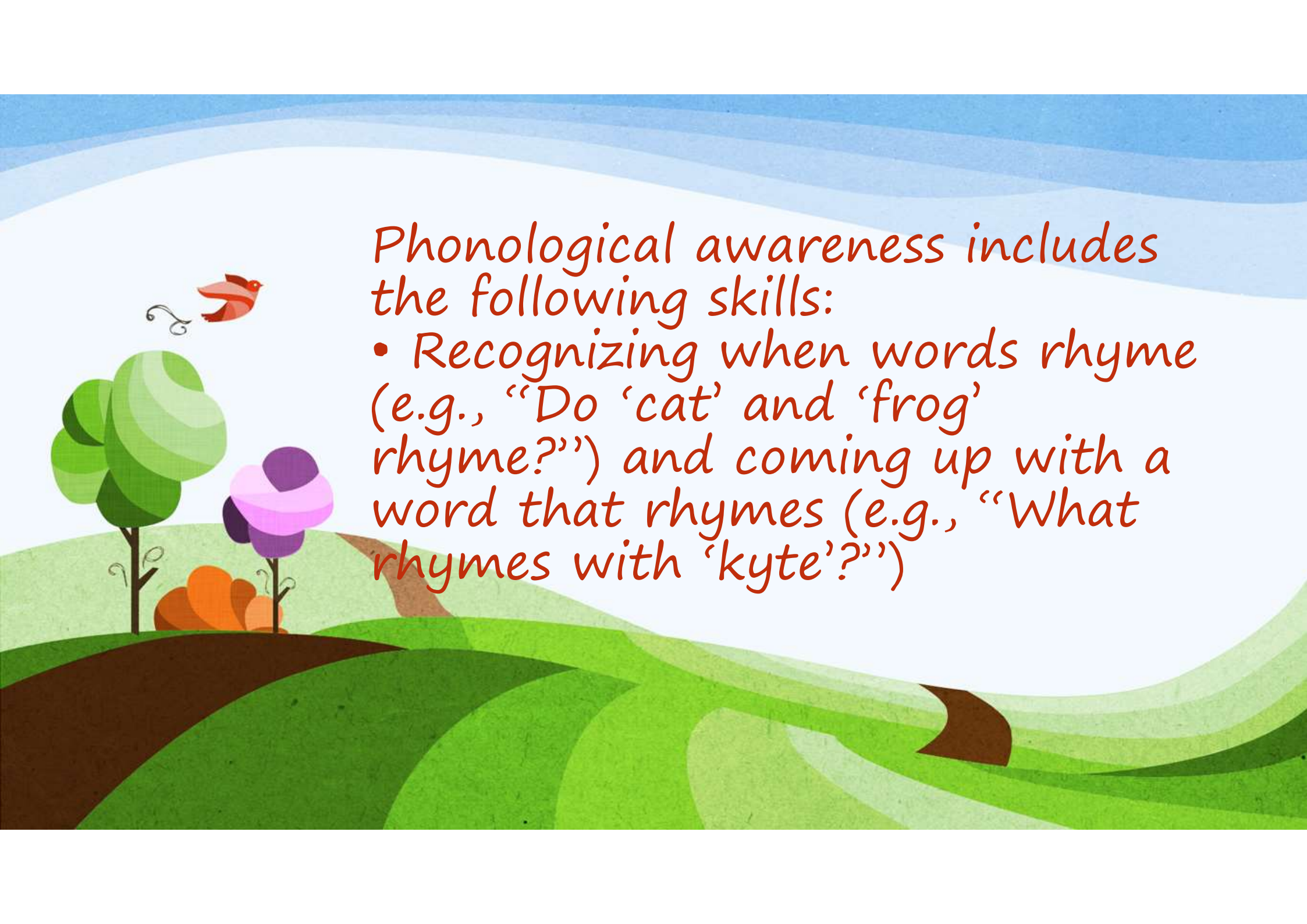
*Help the child read fluently.*

*Develop the child's confidence and self esteem.*

Hearing the sounds in spoken language (listening skill)

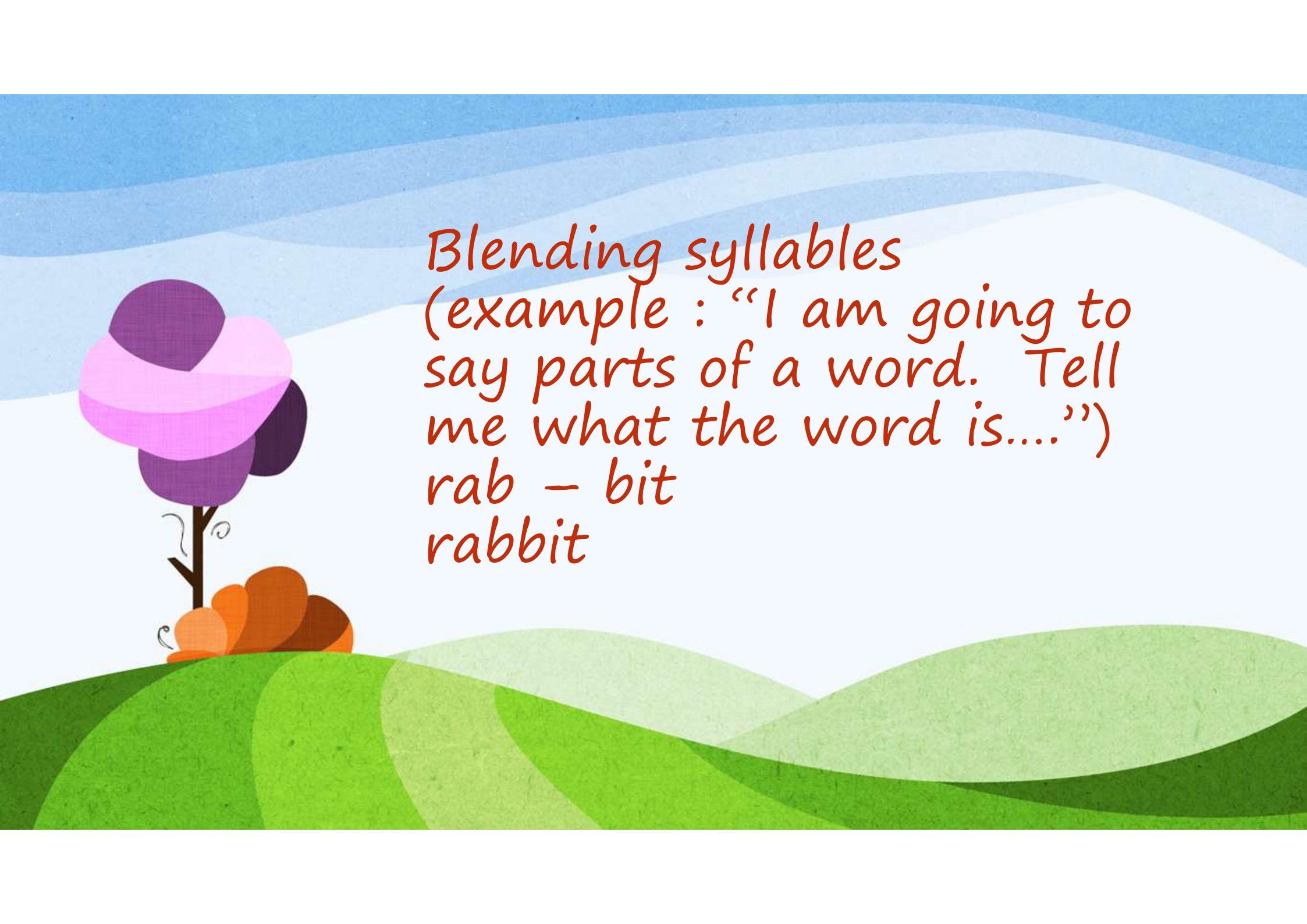
- A child with phonological awareness can: –  
Identify and make oral rhymes
- Dip, sip, lip, glip
- Mat, sat, cat, hat – Hear, identify, and play with the sounds in words
- Sun, sit, song – say they begin with “sss” sound
- Bite, dot, sit – say they end with “ttt” sound
- Dust, dog, dig, stop – say which word doesn’t fit and why – Hear the syllables in words
- Clap for each sound in name “Ri – ta”
- Snap for each sound in cro – co – dile

•A more advanced skill of phonological awareness  
•A child with phonemic awareness can: –Hear, identify and manipulate individual sounds (phonemes) in spoken words •bug has 3 sounds -- /b/ /u/ and /g/ •add /l/ sound to “ate” and get “late” •take away the /t/ sound from “train” and get “rain” •Phonemic awareness –an important step towards understanding the alphabetic principle –words are composed of letters –each letter in a printed word is connected to a spoken sound •Phonemic awareness is different from phonics –associating the letter symbol with the sound it make



Phonological awareness includes the following skills:

- Recognizing when words rhyme (e.g., “Do ‘cat’ and ‘frog’ rhyme?”) and coming up with a word that rhymes (e.g., “What rhymes with ‘kyte’?”)



Blending syllables  
(example : “I am going to  
say parts of a word. Tell  
me what the word is....”)  
rab – bit  
rabbit



*How many syllables?*

[www.howmanysyllables.com](http://www.howmanysyllables.com)

- A syllable is the sound of a vowel (A, E, I, O, U) that is created when pronouncing the letters A, E, I, O, U, or Y.
- The letter "Y" is a vowel **only** if it creates an A, E, I, O, or U sound.
  - **examples:** *fry, try, cry, & dry*
- The number of times that you hear the sound of a vowel is the number of syllables in a word.
- When two (or more) vowels are next to each other, the number of syllables depends on the number of vowel sounds.
  - **examples:** *free (1 syllable), eat (1 syllable), & bio (2 syllables)*
- If a vowel is silent, it is not counted as a syllable.
  - **example:** *fire (1 syllable)*
- Does the word end with "le" or "les?"  
This is a syllable if the letter before the "le" is a consonant.



## Why Syllables Are Important

- Syllables are the building blocks of words
- Long words can be broken into syllables (small speech sounds)
- Knowing how to divide words into syllables can help:
  - *improve reading skills*
  - *pronounce new, hard words & names*
  - *pronounce vowels*
  - *spell words correctly*



## 1. The "Listen Method" Rules

- a. Say the word.
- b. How many times do you hear A, E, I, O, or U as a separate sound?
- c. This is the number of syllables.

## 2. The "Chin Method" Rules

- a. Put your hand under your chin.
- b. Say the word.
- c. How many times does your chin touch your hand?
- d. This is the number of syllables.

### 3.The "Clap Method" Rules

- a.Clapping may help you find syllables.
- b.Say the word.
- c.Clap each time you hear A, E, I, O, or U as a separate sound.
- d.The number of claps is the number of syllables.

### 4.The "Robot Speak Method" Rules

- a.Make believe you are a robot from the year 2000.
- b.Say a word as this robot.
- c.Pay attention to the pauses you make.
- d.How many parts did you break your word into?Example:

- robot = "ro" \*pause\* "bot"... 2 syllables

- Listen: pronouncing robot sound

- e.This is the number of syllables.

## Syllable Division Rules

- Separate prefixes and suffixes from root words.
  - **examples:** *pre-view*, *work-ing*, *re-do*, *end-less*, & *out-ing*
- Are two (or more) consonants next to each other?
  - Divide between the 1<sup>st</sup> and 2<sup>nd</sup> consonants.
    - **examples:** *buf-fet*, *des-sert*, *ob-ject*, *ber-ry*, & *pil-grim*
  - **Never** split 2 consonants that make only 1 sound when pronounced together and aren't the same letter (i.e., 'ff').
    - **examples:** *th*, *sh*, *ph*, *th*, *ch*, & *wh*

- Is the consonant surrounded by vowels?
  - Does the vowel have a long sound? (Like the 'i' in line)
    - Divide before the consonant.
    - *examples: ba-by, re-sult, i-vy, fro-zen, & Cu-pid*
  - Does the vowel have a short sound? (Like the 'i' in mill)
    - Divide after the consonant.
    - *examples: met-al, riv-er, mod-el, val-ue, & rav-age*
- Does the word end with 'ckle'?
  - Divide right before the 'le.'
  - *examples: tack-le, freck-le, tick-le, & buck-le*

## 1. Does the word end with 'le' (not 'ckle')?

- Is the letter before the 'le' a consonant?
  - Divide 1 letter before the 'le.'
  - *examples: ap-ple, rum-ble, fa-ble, & ta-ble*
- Is the letter before the 'le' a vowel?
  - Do nothing.
  - *examples: ale, scale, sale, file, & tile*

## What is a vowel?

- A vowel is a letter that represents the sound of an A, E, I, O, or U.
  - **examples:** *cat*, *met*, *hit*, *dog*, & *hug*
- The letter "Y" can be a vowel **only** if it creates an A, E, I, O, or U sound.
  - **examples:** *fry*, *try*, *cry*, & *dry*
- The opposite of a vowel is a consonant.
- A vowel that makes a unique vowel sound is a syllable.
- A vowel that is silent or doesn't make a unique vowel sound is not a syllable.
  - **examples:** *kite*, *bite*, *lite*, *fire*, & *ate*

## What is a consonant?

- A consonant is a letter that is not A, E, I, O, or U.
  - **examples:** *at, man, how, phone, & school*
- The letter "Y" can be a consonant **only** if it does not create an A, E, I, O, or U sound.
  - **examples:** *yes, yellow, you, & yell*
- The opposite of a consonant is a vowel.
- Consonants are not syllables.
- Consonants can be combined with a vowel to make a syllable.
  - **examples:** *he, she, it, then, & here*

## What is a prefix?

- One or more letters that are placed in front of a word to form a new word with a similar meaning.
  - *examples: redo, preview, unhappy, iPhone, & abnormal*
- A prefix is usually not a word by itself.



## What is a root word?

- The base word which is combined with a suffix and/or prefix to form a new word.
- The word which is left when all prefixes and suffixes are removed.
  - **examples:** *rechecked, preboarding, unchanged, untouched, & unanswered*

### What is a suffix?

- One or more letters that are placed at the end of a word to form a new word with a similar meaning.
  - **examples:** *ended, dryer, dancer, talking, & sleeping*
- A suffix is usually not a word by itself.
- Words can have more than one suffix.
  - **examples:** *cheerfulness, carefully, grudgingly, & annoyances*

## What is a diphthong?

- Two vowels that make only one vowel sound, the sound of an A, E, I, O, or U.
  - **examples:** *em**ai**l, f**ai**l, sp**oi**l, h**ai**l, & b**oi**l*
- A diphthong is only one syllable because it makes only one vowel sound.

## What is a triphthong?

- Three vowels that make only one vowel sound, the sound of an A, E, I, O, or U.
  - **examples:** *b**ea**utiful, anx**io**us, & prec**io**us*
- A triphthong is only one syllable because it makes only one vowel sound.


## Rhyme Rules

### Definitions

- Words **rhyme** when they sound the same at the end.
  - **Perfect rhymes** are words who sound exactly the same at the end.
    - vowels & consonants in the last syllable sound exactly the same
    - **example:** *time & lime*
  - **Imperfect rhymes** are words that sound similar, but not the same.
    - vowels & consonants in the last syllable sound similar, but not the same
    - **example:** *boned & bound*
  - Words can rhyme even if they are not spelled the same.
    - **example:** *late & eight*
- <https://www.withrhymes.com/>

## Rhyme Types

- Single Rhymes
  - Words that use only the last syllable to rhyme.
  - **example:** *mime & dime*
- Double Rhymes
  - Words that use the last 2 syllables to rhyme.
  - **example:** *lat-er & skat-er*
- Triple Rhymes
  - Words that use the last 3 syllables to rhyme.
  - **example:** *cav-i-ty & grav-i-ty*



*The Rhyme Quiz*  
*Which words are*  
*“imperfect rhymes?”*

## The Rhyme Quiz

Which words are “imperfect rhymes?”

send & blend

craft & shaft

mend & hand

wand & sheep

[www.howmanysyllables.com](http://www.howmanysyllables.com)

## The Rhyme Quiz

- Divide “every” into syllables:

1.ev – ery

2.eve – ry

3.Ev-er-y

4.E- very

<https://www.withrhymes.com>





## *Activities in the mother tongue that can be useful for second language acquisition too*

*What activities can help improve phonological (sound) awareness?*

*Listen to sounds in the environment, songs, stories, words and speech sounds.*

*Look at books together from an early age.*

*Make sounds:* Talk about how sounds are made with your mouth and practise making different sounds in front of the mirror (e.g. a snake makes a “sssss” sound).

*Alphabet:* Look at alphabet books and sing alphabet songs.

*Sound segmentation: Select pairs of objects/pictures that have the same number of sounds in their name. Put them in a bag. Each child takes out two objects/pictures and says whether they have the same number of sounds. If they do, the child gets to keep the pair. Note: we are focusing on the number of sounds not the number of letters (i.e. b-oa-t has the same number of sounds as c-a-t). Initially you may want to use blocks to represent each sound.*

**Silly sentences:** Make up silly sentences where words begin with the same sound (e.g. “Katy the cute koala likes cuddling Chloe”).

**Word pairs:** Think of a list of familiar pairs (e.g. fish and chips, knife and fork, Posh and Becks, salt and pepper). Try swapping the first sounds of each word to make spoonerisms (e.g. table and chair = chable and tair).

**Sound Swap:** Take it in turns to change a sound in a word to create a new word (e.g. hat – hut – hum – hug – bug – bag).

*Sing nursery rhymes and songs: Emphasise rhythm and rhyme in rhymes and songs, such as 'Incy Wincy Spider' and 'Twinkle, Twinkle Little Star' (e.g. "Twinkle twinkle little star, How I wonder what you are").*

*Read books together which have an emphasis on sound play (e.g. rhyme, alliteration, or words that start with the same sound). Highlight to the child that the rhyming words sound the same because they have the same endings (e.g. 'cat' and 'hat' both have an 'at' sound in them).*

*Identify sounds in words. For example, talk about the sound at the start of words – 'Listen, mummy starts with the /m/ sound. Let's find more words that start with the /m/ sound').*

**'I Spy'**: Play games like 'I Spy' and take turns to find objects that begin with a specific sound (e.g. 'I spy with my little eye something beginning with /t/').

**Syllables**: Model and encourage the child to identify the number of syllables in a word by clapping, drumming or stamping their feet (e.g. 'butterfly' - but - ter - fly). Clap out the name of the child as well as the names of siblings, pets, family members and classmates.

**Feely bag:** The adult and child can take turns to pull out objects to focus on:

**Rhyme:** Put pairs of items into a feely bag. If the two objects rhyme they can keep the pair.

**Syllables:** Place a variety of objects (e.g. toys, plastic food) into the bag. Get the child to take out an object, say the word and work out how many syllables it has.

**Sound segmentation:** Select pairs of objects/pictures that have the same number of sounds in their name. Put them in a bag. Each child takes out two objects/pictures and says whether they have the same number of sounds. If they do, the child gets to keep the pair. Note: we are focusing on the number of sounds not the number of letters (i.e. b-oa-t has the same number of sounds as c-a-t). Initially you may want to use blocks to represent each sound.



# Phonemic awareness



*The role of the  
teacher*



## The role of the teacher

Use songs, rhyming games, nursery rhymes, and rhyming poetry

- Play syllable clapping games
- Play games with the sounds in words (group objects by their beginning sounds, which word doesn't fit)
- Talk with children about words and sounds in everyday situations
- Choose books to read aloud that focus on sound

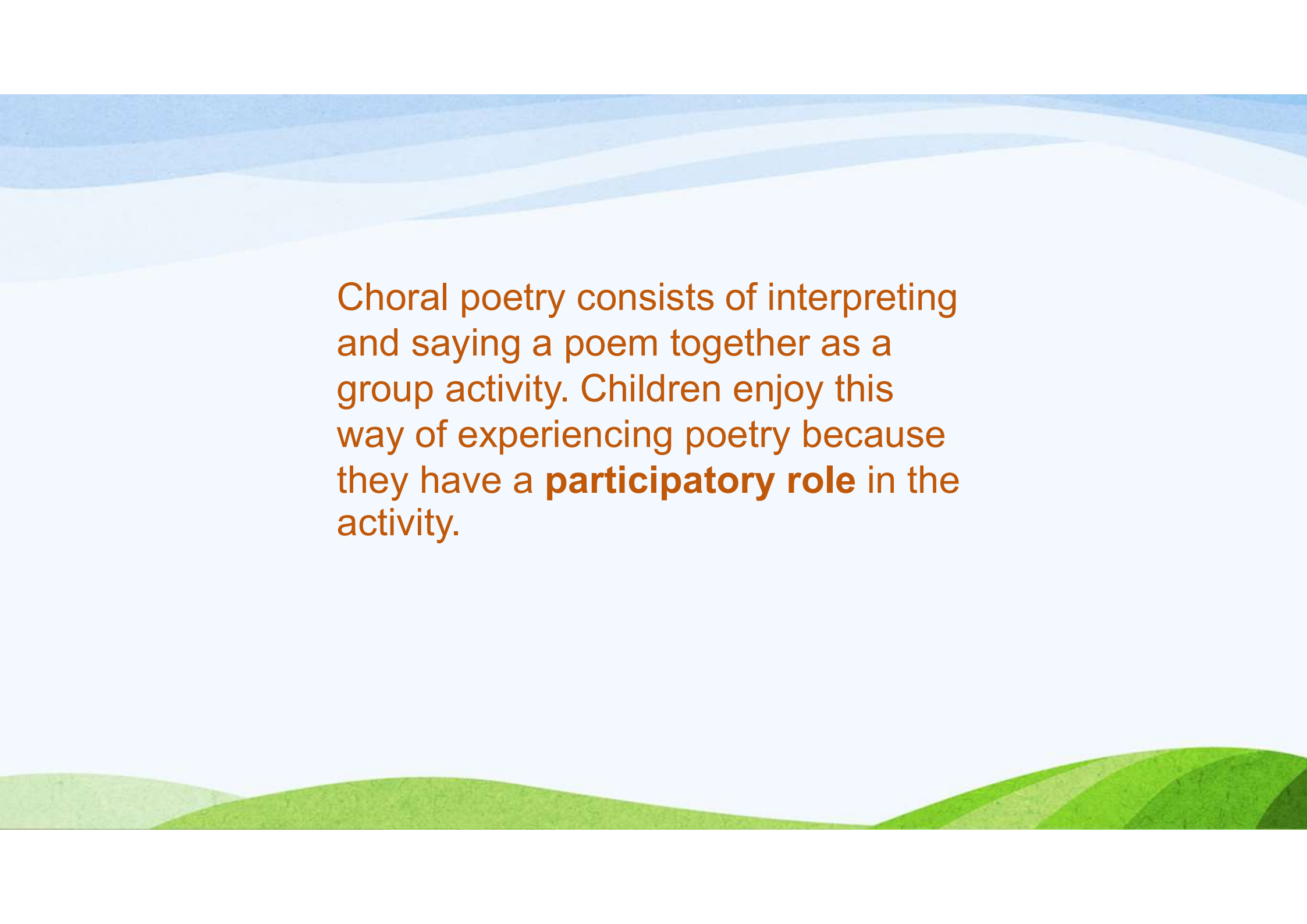
To support children's development of phonemic awareness, teachers:

- Use songs, chants, finger plays, rhyming games, nursery rhymes, and rhyming poetry
- Play games that ask children to listen for beginning and ending sounds – If your name begins with the same sound as Ryan's, you may line up to go outside... – Let's find all the things in our classroom that begin with the sound as "soup"
- Play "What's Left When We..." – What's left when we take the 'sss' away from "smile" – What's left when we take the "nnn" away from "moon"
- Play games where children segment and blend the sounds in words – st+ op is stop or stop without the st would be op

Poetry Activity •Choose a poem that you would like children to learn (memorize and recite).  
•Write it on a chart. (Pay attention to how you are teaching the sounds of language and words.)  
•Include a few picture clues to help children “read it”. •Develop a plan for different ways you can have children do repeated recitations, using strategies from the handout and any other ideas you can think of. •Brainstorm different times of the day you can chant the poem with children.  
•Prepare to present a creative recitation to the whole group.

Poetry should be introduced first and frequently to children in an oral form. Most poetry is best read aloud. Moreover, children's oral language is the basis for their later acquisition of literacy.

[http://www2.nkfust.edu.tw/~emchen/CLit/poetry\\_teaching.htm#b](http://www2.nkfust.edu.tw/~emchen/CLit/poetry_teaching.htm#b)

The background features a light blue sky with soft, wavy horizontal bands of varying shades of blue. At the bottom, there are rolling green hills in various shades of green, also with a wavy, layered appearance.

Choral poetry consists of interpreting and saying a poem together as a group activity. Children enjoy this way of experiencing poetry because they have a **participatory role** in the activity.

[http://www2.nkfust.edu.tw/~emchen/CLit/poetry\\_language.htm](http://www2.nkfust.edu.tw/~emchen/CLit/poetry_language.htm)

1. *Visual images:*  
they consist of  
things we can  
see.

The sun was shining on the sea,  
Shining with all his might:  
He did his very best to make  
The billows smooth and bright -  
And this was odd, because it was  
The middle of the night.  
(Lewis Carroll)

### **Part A. Imagery**

Imagery refers to mental pictures created by words.

- **Literal Images:** the words are used to describe something directly by appealing to one or more of our sensory faculties.



**2. Tactile** images: they appeal to our sense of touch.

Through the green twilight of a  
hedge,  
I peered with cheek on the cool  
leaves pressed  
(Walter de la Mare)

**3. Auditory** images: they suggest the sounds of things, usually resulting in an effect **onomatopoeia** (Words that imitate sounds or sounds that are linked with objects).

*Bow-wow, says the dog,  
Mew, mew says the cat,  
Grunt, grunt, goes the hog,  
And squeak goes the rat.  
Tu, whu, says the owl,  
Quack, quack, says the duck,  
And what the cuckoo says you know.  
(Mother Goose)*



#### 4. **Olfactory** images: they suggest the smells of things.

*As Mommy washed up  
and the children played,  
smell of warm butter filled the air.  
(Anonymous)*

*5. **Kinesthetic**  
images: they  
refer to actions  
or motions.*

*A poem once stopped me on the  
street.  
I've got a poem stuck on my feet.  
A poem attacked me in the  
shower.  
I find a poem most every hour!  
(Mark Stansell)*

6. Gustatory  
images: they  
suggest the  
tastes of  
things.

A mouse found a beautiful piece of  
plum cake,  
The richest and sweetest that  
mortal could make:  
'Twas heavy with citron and  
fragrant with spice,  
And covered with sugar all  
sparkling as ice.  
(Iona and Peter Opie)

- **Figurative images:** the words are used to describe one thing by comparing it to something else with which we are more familiar.
- The poet uses figurative language to bring us new experiences, new visions, new ways of looking at the world.

1. <i>Simile: a stated comparison, employing a connective such as "like" or "as".</i>	<i>"My love is like a red, red rose" (Robert Burns)</i>
2. <i>Metaphor: an implied comparison, not directly stated with words such as "like" and "as".</i>	<i>In the morning the city Spreads its wings Making a song In stone that sings. (Langston Hughes)</i>
3. <i>Personification: human qualities are given to an inanimate object, an abstract idea, or a force of nature.</i>	<i>"The Night was creeping on the ground! She crept and did not make a sound" (James Stephens)</i>

## Part B. Sound Patterns

Most poems are written to be read aloud, and how they sound is as important as what they mean. Sound patterns consist of two elements: rhythm and rhyme.

**Rhythm**: the pattern of stressed and unstressed syllables in language.

Rhythmical pattern in poetry is called **meter**. The smallest unit of rhythmical pattern is called a **foot**. Much poetry combines more than one rhythmical pattern to achieve a particular effect.

Nursery rhymes tend to have very **predictable rhythms**. For example, "**Mary had a little lamb**", "**Twinkle, twinkle, little star**" (*regular trochees*; i.e., two syllables with the emphasis on the first)

When reading poetry to children, we need to be aware of the rhythm pattern(s) a poem contains so that we can gain good effect from our reading.

## How to Write a 5W Poem

### Suggested Grades

1+

### Objective

A 5W poem is a good way to teach children to identify and focus on the five W's of a story or an event.

### Method

Line 1: Who

Line 2: What

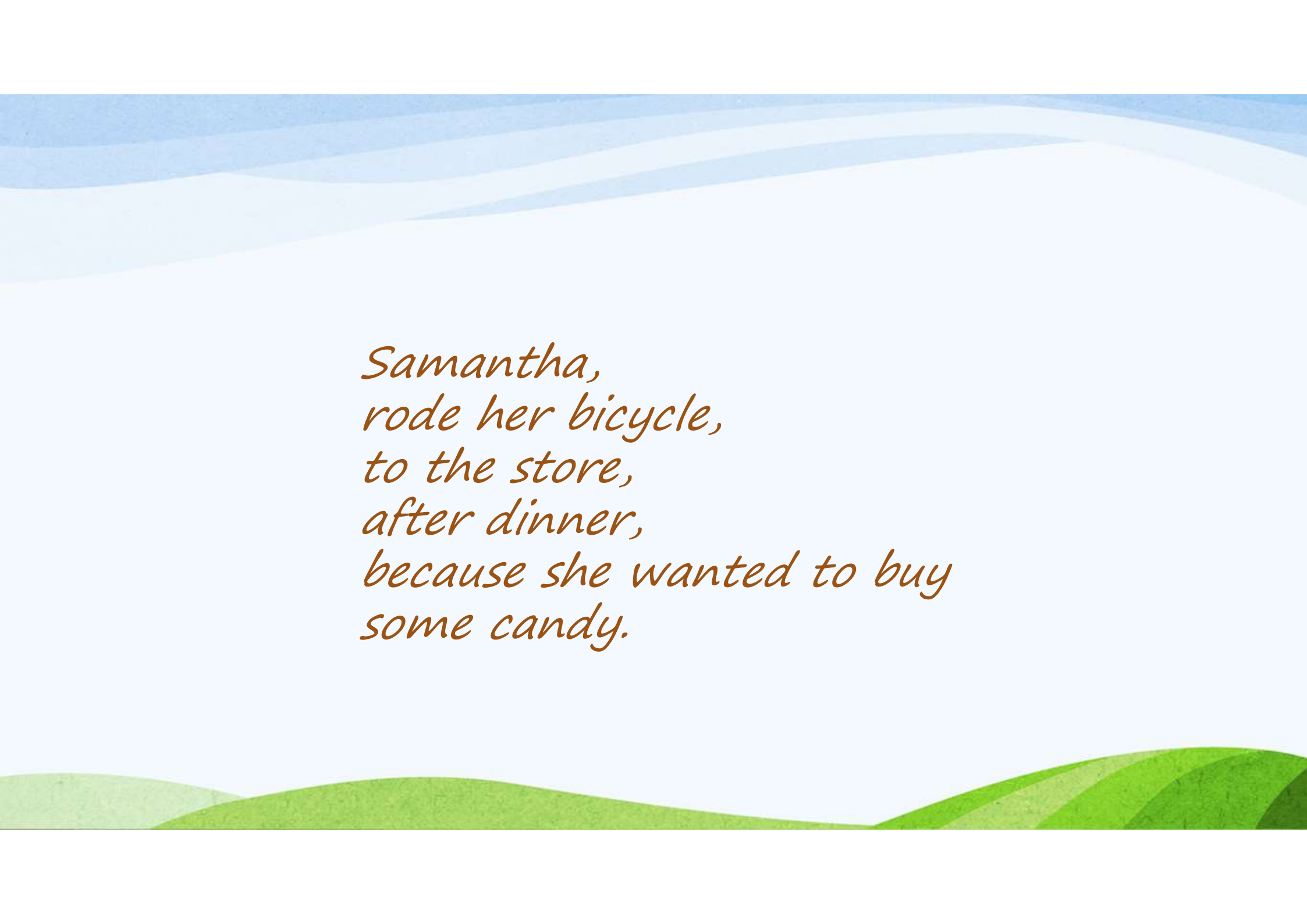
Line 3: Where

Line 4: When

Line 5: Why

<http://www.canteach.ca/elementary/poetry2.htm>

|



*Samantha,  
rode her bicycle,  
to the store,  
after dinner,  
because she wanted to buy  
some candy.*

## How to Write a Diamond Poem

### Suggested Grades

2+

### Objective

This is a good poem format to help teach adjectives, verbs, and nouns.

### Method

Line 1 - a one word noun

Line 2 - 2 adjectives that describe the noun

Line 3 - 3 verbs that the noun does

Line 4 - 4 things (nouns) that the top noun and the bottom noun have

Line 5 - 3 verbs that the bottom noun does

Line 6 - 2 adjectives that describe the bottom noun

Line 7 - a one word noun that is opposite the top noun



**Example:**

cat

furry, silky

sleeping, purring, meowing

tail, fur, tongue, collar

barking, playing, licking

friendly, big

dog



<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal
Unvoiced (-V) Voiced (+V)	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops (Plosives)	p b			t d			k g	ʔ <sup>1</sup>
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral (approximant)				l				
Approximant	w <sup>2</sup>			r		j	w <sup>2</sup>	

*IPA CHART Modification of consonant chart on Wikipedia  
Article for "English Phonology"*

- /θ/ – **voiceless dental fricative** – “th” sound from “theater” and “thick”
- /ð/ – **voiced dental fricative** – “th” sound from “then” and “rather”
- /ʃ/ – **voiceless post-alveolar fricative** – “sh” sound from “ship” and “ash”
- /ʒ/ – **voiced post-alveolar fricative** – “s” sound from “measure” and “vision”
- /tʃ/ – **voiceless post-alveolar affricate** – “ch” sound from “child” and “pouch”
- /dʒ/ – **voiced post-alveolar affricate** – “j” sound from “john” and “g” sound from “vintage”
- /ŋ/ – **velar nasal** (voiced is redundant because all nasal sounds are voiced, otherwise you’re just blowing snot-rockets out your nose). – “n” sound from “going” and “flunk”.
- /ʔ/ – **glottal stop** – dropped consonant sound from phrases like “wha(t) time is it”

- *The /j/ (voiced palatal approximant) is usually represented in English with the letter “y” in words such as “young” and “yard”. It is NOT sound that ‘j’ usually represents in English writing (the ‘j’ in “job” is actually a /dʒ/)*
- *The English letter ‘g’ is sometimes used to represent the /dʒ/ sound too, as is the case with words like “gin” and “genuine”. Just remember that that IPA symbol /g/ ALWAYS represents the voiced velar stop from words like “guy” and “guilt”.*
- *The letter ‘c’ in English can be either /k/ sound as it is in “cat” and “car” or an /s/ sound as it is in “cycle and “cinder”*
- *The letter ‘s’ in English is often used to represent the /z/ sound and NOT the /s/, as is the case in words like “prison” and “chasm”*

Consonants

### **Place of Articulation**

**Bilabial** - uses both lips to create the sound such as the beginning sounds in pin, bust, well and the ending sound in seem.

**Labiodental** - uses the lower lip and upper teeth; examples include fin and van.

**Dental/interdental** - creates sound between the teeth such as the and thin.

**Alveolar** - is a sound created with the tongue and the ridge behind the upper teeth; examples include the beginning sounds of tin, dust, sin, zoo, and late and the /n/ in scene.

**Palatal** - uses the tongue and the hard palate to create the following sounds: shin, treasure, cheep, jeep, rate and yell.

**Velar** - makes the sound using the soft palate in the back of the mouth; sounds include kin, gust, and the -ng in sing.

**Glottal**- is a sound made in the throat between the vocal cords such as in the word hit

## **Manner of Articulation**

The manner of articulation means how the sound is made using the different places of articulation, tongue placement, whether the sound is voiced or unvoiced and the amount of air needed.

**Stops** - air coming from the lungs is stopped at some point during the formation of the sound. Some of these sounds are unvoiced, such as pin, tin, and kin; some of these are voiced, such as bust, dust and gust.

**Fricatives** - restricted air flow causes friction but the air flow isn't completely stopped. Unvoiced examples include fin, thin, sin, shin, and hit; voiced examples include van, zoo, the, and treasure.

**Affricates** - are combinations of stops and fricatives. Cheap is an example of an unvoiced affricate and jeep is an example of an voiced.

**Nasals** - as expected, the air is stopped from going through the mouth and is redirected into the nose. Voiced examples include seem, seen, scene, and sing.

**Liquids** - almost no air is stopped; voiced examples included late and rate.

**Glides** - sometimes referred to as "semi-vowels," the air passes through the articulators to create vowel like sounds but the letters are known as consonants. Examples include well and yell.

**PVM Chart: English**

			PLACE							
			LABIAL		CORONAL				DORSAL	
			Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
MANNER	VOICING									
	OBSTRUENTS	Stop	Voiceless	p			t			k
Voiced			b			d			g	
Fricative		Voiceless		f	θ	s	ʃ			h
		Voiced		v	ð	z	ʒ			
Affricate		Voiceless					tʃ			
		Voiced					dʒ			
SONORANTS	Nasal	Voiced	m			n			ŋ	
	LIQUID	Lateral	Voiced				l			
		Rhotic	Voiced					r		
	Glide	Voiced	w					j	w	