

Phonics and the Ichi Nen Sei

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"A person's tongue is a twisty thing, there are plenty of words there of every kind, and the range of words is wide, and their variation."

~Homer, The Illiad

o letters with different colors / make up words

jar
bar
nar

30 Mini-lessons by Cicely Rude

(1) SHORT VOWELS:*

- A... hat
- E... pet
- I... bit
- O... not
- U... cut

*For more practice, try to say:
Hat, Hit, Hot, Hut

(2) LONG VOWELS AND THE MAGIC "E" RULE: (# 2-6)

Often, an E at the end of a word is silent, but it changes the sound of the vowel closest to it! It makes the vowel say it's name!

- A + magic E = エイ hat → hate
- (3) E + magic E = イー pet → Pete
- (4) I + magic E = アイ bit → bite
- (5) O + magic E = オウ not → note
- (6) U + magic E = ユー cut → cute

(7) VOICED AND UNVOICED CONSONANTS: (# 7-12)

In English, some sounds are voiced (有声音) and some sounds are not (無声音). For example, when you say T and D, your mouth is the same shape!

無声音		有声音	
T	Tip	D	Dip
(8) P	Pig	B	Big
(9) S	Sip	Z	Zip
(10) F	Face	V	Vase
(11) K	Ken	G	Get*
(12) Ch*	Champion	J	Jump

*NOTE: Sometimes G sounds like J.
For example, Gesture or Change.

*NOTE: CH and TCH sound the same!
For example: watch.

(13) C AND Q: Both usually sound like K. (だいたいKと同じ)

- C Cat
- Q* Queen

*NOTE: Q is usually followed by U!

(14) L AND N: Your mouth is in the same position for L and N. Touch the tip of your tongue to the roof of your mouth. 上の歯に舌をあてる。

L Like (Push air through your **mouth!**)

N Nice (Push air through your **nose!**)

(15) R: Don't touch anything with your tongue. 上の歯に舌をあてない。

R Rice

(16) M AND W: Both are voiced (有声音). Use your **lips!**

M Men (Press your lips together!)

W Win (Make your mouth very small!)

(17) H AND X: These are not voiced (無声音). Use your **throat!**

H Hat

X foX

(18) Y: It can make 3 different sounds!

最初の Y

最後の Y # 1

最後の Y # 2

Yes

happy

why

You

friendly

cry

(19) BASIC LETTER COMBINATIONS:

SH is not voiced (無声音)!

sh shell

(20) TH: It makes 2 sounds. One is voiced and one is not voiced.

無声音

有声音

th thanks

th this

(21) NG AND QU:

ng sing

qu question

(22) THESE COMBINATIONS SOUND LIKE SINGLE LETTERS!

KN know (Nと同じ)

DGE bridge (Jと同じ)

PH phone (Fと同じ)

WR write (Rと同じ)

LL call (Lとおなじ)

WH* white (Wと同じ)

CK back (Kとおなじ)

*NOTE: Sometimes WH sounds like H... who

(23) IGH T: fight, right

(24) COMMON VOWEL COMBINATIONS:*

EA eat イー

EE meet イー

*NOTE: These sound like single long vowels!

(25) AY way エイ

OA boat オウ

(26) MORE COMBINATIONS:

AU August

AW saw

(27) OU out

EW new

(28) OI point

OY boy

(29) THESE COMBINATIONS CAN MAKE 2 DIFFERENT SOUNDS!

OO ⇨ book, look, took

⇨ school, pool

(30) OW ⇨ how, now, brown, cow (だいたい)

⇨ own, blow (ときどき)

Sounds	Learner-friendly explanations	Consonants
p b	Put your lips together. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.	
t d	Put your tongue against the hard bump behind your teeth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.	
k g	Put the back of your tongue against (the soft bit of) the roof of your mouth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.	
f v	Touch your top teeth with your bottom lip, and breathe out. Don't use your voice. Hold the sound, and add your voice.	
θ ð	Put the front of your tongue against the back of your top teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.	
s z	Put the front of your tongue lightly against the bump behind your teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.	
ʃ ʒ	Put the front of your tongue against the bump behind your teeth. Let the air pass through as you breathe out, making an /s/ sound. Now move your tongue slightly back. Don't use your voice. Hold the sound, and add your voice.	
ʊ	Open your mouth and breathe out. Don't use your voice, but try to make a noise.	
m	Put your lips together. Use your voice, and let the air escape through your nose.	
n	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air escape through your nose.	
ŋ	Put the back of your tongue against the roof of your mouth. Use your voice, and let the air escape through your nose.	
l	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air pass out of your mouth.	
r	Point the front of your tongue towards the roof of your mouth. Use your voice.	
j	Make the sound /i:/, followed by the sound /ə/. Now put them together, and keep the sound short.	
w	Make the sound /u:/, followed by the sound /ə/. Now put them together, and keep the sound short.	

Sounds	Ideas to help students articulate sounds
p b	Hold a small piece of paper in front of your lips. Make the sounds. The paper should move for /p/, but not for /b/.
t d	Hold a match or lighter in front of your face. Make the sounds. You should be able to make the flame flicker for /t/ and /k/, but less for /d/ and /g/.
k g	
f v	Hold your palm in front of your mouth. Make both sounds. You should feel some air for /f/, but less for /v/.
θ ð	Place a finger against your lips. Try to touch your finger with your tongue. Breathe out. Now add your voice. (This exaggerates the positions, but will help nonetheless.)
s z	What noise does a snake make? (/s/). Now add your voice.
ʃ ʒ	What noise do you make if you want someone to be quiet? (Show 'Shh ...' gesture if necessary.) Now add your voice.
h	Hold your palm in front of your mouth. Open your mouth and breathe out. Don't use your voice, try to make sure you can feel the air on your palm.
m	Link this with 'liking something' (e.g. food, as in <i>Mmm, nice</i>).
n	Use a word as an example, with /n/ as the last sound. Hold the sound, and get students to copy.
ŋ	Use '-ing' words as examples (e.g. <i>singing</i>).
l	Use repeated syllables, as in <i>lalalalala</i> .
r	Point your tongue towards the roof of your mouth, but don't let the tip touch. Breathe out, using your voice, and hold the sound for as long as you can.
j	Smile, and say /i:/. Now quickly say /ə/. Say the two together, and keep it short.
w	What shape is your mouth if you are going to whistle? Now use your voice, and say /w:/. Also try /wəwəwi:wə:wu:/ etc., to practise using different vowels after /w/.

Vowels and Diphthongs













Sound	Suggestion
Vowels	
i:	A 'smiling' sound. Smile widely, make and hold the sound. Demonstrate that it is a 'long' sound.
ɪ	Make the sound, and make it obviously short. If necessary, contrast it with /i:/.
ʊ	A short sound. Exaggerate the forward position of your lips. One way into this sound is to ask students what noise a gorilla makes!
u:	Make and hold the sound. Use a 'rising then falling' intonation, as if you've heard something surprising, or some interesting gossip (uuUUuu). Demonstrate that it is a 'long' sound.
e	A short sound. Make the sound, and point out the loosely spread position of your lips.
ə	The 'Friday afternoon' sound. Relax your whole body, slump your shoulders, relax your face and mouth, and say /ə/, as though completely exhausted.
ɜ:	The 'something horrible' sound. Make and hold the sound, curl your upper lip, and pretend to look at something nasty. Look in the litter bin, if there is one to hand. Demonstrate that it is a 'long' sound.
ɔ:	The 'either/or' sound. Liken it to the word <i>or</i> . Demonstrate that it is a 'long' sound.
æ	Make the sound, and point out the neutrally open shape of your lips.
ʌ	Make the sound, and throw your head back slightly as you do it. This works well if contrasted with /æ/.
ɑ:	The 'holding the baby' sound. Place your arms as though holding a baby, and say /ɑ:/. Demonstrate that it is a 'long' sound.
ɒ	Make the sound, and point out your lightly rounded lips.













Diphthongs	For all diphthongs, one of the best techniques is to get students to make and hold the first element, then slowly move to the second. Finish off by making the sound at a 'normal' speed. Some other suggestions are made below.
ɪə	Make the sound while tugging your ear.
ʊə	Hold the first sound, and move to the second.
eə	Liken this to the word <i>air</i> . Point to your hair. Say <i>over there</i> , or <i>on the chair</i> . All will give good examples of the sound, which you can then isolate.
eɪ	Pretend not to hear someone, and say <i>eh?</i>
ɔɪ	Words work best here: <i>toy, boy, enjoy</i> .
aɪ	Make the sound and point to your eye.
əʊ	<i>Oh, hello</i> , said slowly, and exaggerated a little, works well.
aʊ	The 'shut your finger in the door' sound. Pretending to do this and making the sound while pulling a 'pained' expression works rather well!









I eat ~~my~~ chocolate cake at my home.












Homophones













The following examples are from SuperKids 4 by Aleda Krausse and Greg Cossu













ee	ea	ie
queen 	peach 	field 
green 	pea 	piece 
teeth 	clean 	handkerchief 
sweet 	eat 	thief 













ay	ai	a_e
May 	rain 	plate 
day 	chain 	cake 
play 	mail 	tape 
gray 	train 	wave 









ow	ou
clown 	cloud 
brown 	mouth 
owl 	mouse 
cowboy 	hound 

oa	ow	o_e
toast 	snow 	pole 
soap 	bowl 	stone 
goal 	crow 	phone 
coach 	throw 	home 

ir	er	ur
shirt 	letter 	nurse 
girl 	sister 	fur 
skirt 	winter 	purple 
thirty 	teacher 	turtle 

ew	oo	u_e
stew 	tooth 	flute 
chew 	pool 	blue 
new 	stool 	June 
dew 	boot 	tube 

ie	igh	y
pie 	night 	sky 
necktie 	light 	my 
spies 	sigh 	spy 
flies 	thigh 	fly 

oi	oy
coin 	boy 
oil 	toy 
boil 	oysters 
point 	soy bean 

Specific Activities to help teach pronunciation:

1. Children's Poems -rhythm and intonation
Hickory Dickory Dock, Jack and Jill, etc
2. Dr. Seuss - word families - recognizing similarities
Green Eggs and Ham (perfect for 7th grade)

"I could not, would not, on a boat.

I will not, will not, with a goat.

I will not eat them in the rain.

I will not eat them on a train.

Not in the dark! Not in a tree!

Not in a car! You let me be!

I do not like them in a box.

I do not like them with a fox.

I will not eat them in a house.

I do not like them with a mouse.

I do not like them here or there.

I do not like them ANYWHERE!"



3. Syllable game - cures Katakana accent
4. Rubber bands and stretching - intonation and stress
5. Music activities - listening, correction
6. Matching words by sounds - listening and speaking
7. Telephone # game - listening

Port	Pit	Pat	Pert	Pet	Pot	Putt	Put	Part	Peat
0	1	2	3	4	5	6	7	8	9

8. Tongue Twisters - speaking
9. Mirror work - forming words and speaking
10. Katakana equations

ト - オ = †

11. Sound and Picture alphabet - speaking
12. Minimal Pair word trees/journeys - listening, speaking
13. *battleships*

