**Consonant Consonance**

**Class time needed for lesson:** 2 – 5 minutes

**Class size taught:** Any size

**Target audience:** ES (Also suitable for first year JHS)

**Objective:** To form a more correct base pronunciation of English letters in order to better stabilize later learning

目的：英語の基礎として、英語の文字の正しい発音をマスターする

**Materials:** A premade PowerPoint (or flashcards – although holding these may make clapping difficult) with all of the consonants to show while practicing each letter. There should be one letter per card / slide.

**Procedure:**

First, review the names and sounds of the letters that the students have a difficult time telling apart (such as F, V, and B, or L and R).

Then, start clapping at a relatively slow, steady pace (I go at a rate of about 90bpm, if you use a metronome), and encourage the students to join in.

Go through all the consonants in the alphabet, and as you show the letters on your presentation slides or flashcards, say them in a rhythmic pattern. I use triplets.

Have the students repeat after you!

(Example: if the letter is B, I say “BuhBuhBuh BuhBuhBuh BuhBuhBuh Buh” with each beat containing 3 “Buh”s until the last, which only has one.)

Continue until the exercise is complete!

**Techniques for teaching challenging letters:**

* For L, I find that saying “LaLaLa” is an effective way to achieve the correct pronunciation.
* For H, pretending to laugh usually gets a good reaction.
* X should be pronounced as “Ks” as in the end of the word “Box”. This is difficult, but the students seem to have fun with it.
* To achieve proper mouth shape for F and V, I tell the students to bite their bottom lips.
* For TH, I tell them to stick out their tongue and bite it. Many students feel self-conscious about doing this, so be sure to give them extra support!

**Additional information:**

If you use this activity to start every class, the pronunciation ability of your students should increase dramatically.

I also include letter combinations such as CH, PH, SH, and TH.

Try using a neutral vowel after the target consonant such as “uh” as in “Blunt” or “ih” as in “Hit” (I personally use “uh”). This can serve as a subtle introduction to proper vowel pronunciation, as well.

Generally, if a student uses improper pronunciation in class, I specifically ask about the pronunciation of the letter they missed. Regardless of whether or not they are correct the second time, I repeat the correct pronunciation with the rhythm from the activity.

(Example: if the target letter is “V”, say “VuhVuhVuh VuhVuhVuh VuhVuhVuh Vuh” and have the student(s) repeat.) This is a gentle way to correct students in class, while also drawing their attention to how they should be using what they learn from the exercise.

This activity is very versatile, so try mixing it up!