Week 1: Emphatic Stress.

Specific objectives: I should be able to:

1.describe the meaning;

2.explain how to answer questions on it;

3.answer questions successfully on it.

Emphatic stress is used by the speaker to show the importance or significance of a unit of information in an utterance. Emphasis is focused on the most important element, the speaker wishes to draw attention to and it is achieved through the degree of intensity (pitch change) given to the particular word. Example, Ada is a DILIGENT student. Emphasis on "diligent."

In answering questions on emphatic stress, always look for the capitalized word; any option that doesn't have it, forms the answer.

Week 2: Plosive Consonants: /p, b, t,d,k,g/.

Specific objectives: I should be able to:

1.describe the sounds;

2.pronounce the sounds;

3.identify the sounds in words.

Plosive consonants are made by completely blocking the flow of air, as it leaves the body normally followed by releasing plosive phonemes.

A plosive sound is also known as "stop." It is a consonant in which the vocal tract is blocked, so that all air flow ceases. Examples:

/p/ is a voiceless bilabial plosive. Examples: pin, spin, topmost, sheep, etc.

/b/ is a voiced bilabial plosive. Examples: black, cabbage, sob, buket, etc.

/k/ is a voiceless velar plosive. Examples: kettle, keep, pocket, desk, back, etc.

/g/ is a voiced velar plosive. Examples: good, grape, angry, begin, dog, Vogue, etc.

/t/ is a voiceless alveolar plosive. Examples: table, latent, toilet, flaunt, etc.

/d/ is a voiced alveolar plosive. Examples: dove, bundle, bandit, band, laid, land, etc.

Week 3: Fricatives and Affricate sounds.

Specific objectives: I should be able to:

1.describe the sounds;

2.pronounce the sounds;

3.identify them in words.

Fricatives are pronounced with the narrowing of some parts the vocal tracts, while affricate sounds are more inclusive. The fricatives include:

/s/ a voiceless alveolar fricative. Examples: Sue, sip, set etc.

/z/ a voiced alveolar fricative. Examples: zoo, zip, zest, etc.

/$/ a voiceless alveolar palatal fricative. Examples: shore, ship, sheep, creche, nonchalant etc.

/3/ a voiced alveolar palatal fricative. Examples: azure, Asia, measure, etc.

The affricative sounds are two. These are:

/ts/ a voiceless palati-alveolar sound. Examples: church, teach, witch, etc.

/d3/ a voiced palato-alveolar sound. Examples: judge, wedge, jumper, etc.

Week 4: Nasal Sounds

Specific objectives: I should be able to:

1.describe the sounds;

2.pronounce the sounds;

3.identify them in words.

Nasal sounds are produced when there is a complete closure of the mouth, such that, the only opening to let out air is the nose. All nasal sounds are voiced. Examples:

/m/ a voiced bilabial sound. Examples: me, mate, music, etc.

/n/ a voiced alveolar sound. Examples: night, gnash, new, etc.

/ß/ a voiced velar sound. Examples: zink, long, going, etc.

Week 5: Fricatives.

Specific objectives: I should be able to:

1.describe the sounds;

2.pronounce the sounds;

3.identify them in words.

Fricatives are consonants produced when air passes through a narrow channel between two articulations. These include:

/f/ a voiceless labiodental sound. Examples: five, fine, first, etc.

/v/ a voiced labiodental sound. Examples: vine, vain, devine, etc.

/th/ a voiceless dental sound. Examples: teeth, thin, thick, etc.

/&the/ a voiced dental sound. Examples: this, them, that, etc.

Week 6: Semi-Vowels

Specific objectives: I should be able to:

1.describe the sounds;

2.pronounce the sounds;

3.identify them in words.

Some consonants are called semi-vowels due to their mode of production. These include:

/l/ a voiced alveolar approximant sound. Examples: live, loose, Melody, kill, etc.

/w/ a voiced alveolar approximant sound. Examples: one, woe, wade, white, etc.

/j/ a voiced alveolar approximant sound. Examples: you, year, yes, unit, eunuch, etc.

Week 7: Rhymes

Specific objectives: I should be able to:

1.describe the sounds;

2.identify them in words.

This tests the knowledge of students, on recognizing words with similar sounds when pronounced. A least of words are given, and the students are expected identify the words with similar sounds. Examples:

Thatch, (a) March (b) starch (c) munch (d)match.

Where the correct answer is D. Because only "match" rhymes the same with "thatch" when pronounced.

Week 8: General Sounds Identification.

Specific objectives: I should be able to:

1.prononce the sounds;

2.identify them in words.

Here, students are given some random speech sounds, with a list of words, for them to identify the words with the correct sounds underlined. Examples:

/j/ (a)jump(b)few(c)judge(d) edge.

The correct answer in the above options is B. This is because, only "few" has the /j/ sound, when transcribed or pronounced.

Week 9: Syllable Stress.

Specific objectives: I should be able to:

1.identify stress in words.

This topic enables students to correctly identified the right syllablic stress in words. Syllablic stress is either obtained at the beginning, median, penultimate places of words. Refer to second term work for a more understanding of this topic.