## Consonant Clusters

Objective (s): This lesson aims to help learners identify the probable number of consonants preceding or following a peak in a given syllable of the English language.

## 1. Definition:

Consonant clusters refer to the sequence of consonant phonemes with no intervening vowel between them. We usually talk about consonant clusters as arrangements or sequences of two or more consonants within the same syllable. For example, in the syllable strikes /straiks/, we can see a sequence of three consonants at the beginning of the syllable /str/, and two consonants $/ \mathrm{ks} /$ at the end. The word sixth siks歽 begins with one consonant $/ \mathrm{s} /$ and ends in a sequence of four consonants $/ \mathrm{ks} \theta \mathrm{s} /$. Any single consonant can occur as the onset of an English word except $/ \mathrm{y} /$ and /3/.

## 2. Initial Consonants Clusters

### 2.1. Syllables beginning with two Consonants (CCV)

Two types of initial two-consonant clusters can be identified in English language. One type is composed by /s/ followed by ,m smell /smel/, n snow /snva/, k skill /skil/, f sphere /sfiə/, 1 slot /slot/, p sport /spo:t/; /sr/ is also possible as in /srnid3/, stay /steI/, sw suite /swit/, sj sewer /sjvə/ . In these syllables, we call the first phoneme of the cluster /s/ as the pre-initial and the consonant phonemes that follow the $/ \mathrm{s} /$ as the initial consonants. However, Roach (2009) signals that clusters formed by $\mathrm{s}+1$, r w , "can be analysed either as pre-initial s plus initial $1, \mathrm{w}, \mathrm{j}, \mathrm{r}$ or initial s plus post-initial $1, r, w, j$, There is no clear answer to the question of which analysis is better" (p. 69).


The other set begins with one of the following sounds ( $\mathrm{pbtdkgfv} \theta \mathrm{s} \int \mathrm{h} 1 \mathrm{mn}$ ) followed by $/ l, w, j, r /$. The first consonant of this set is called initial, while the second is identified as post-
initial.


Table 1: Two-consonant clusters with pre-initial s

| p | t | k | b | d | g | f | $\theta$ | s | f | h | v | d | z | 3 | m | n | y |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| spın | stık | skin | - | - | - | sfıə | - | - | - | - | - | - | - | - | smel | snəu | - |

Source : Roach, P, 2009, p. 69
Table 2 : Two-consonant clusters with post-initial l, r, w, $\mathbf{j}$

|  |  | $\Gamma$ | 1 |  | k | b | d | 9 |  | f | 0 | $s$ | . |  | , | v | $b$ | $z$ | 3 | m | n | 1) | 1 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\stackrel{\rightharpoonup}{\square}$ | 1 | ples |  |  | kleı | blaxk |  |  | ui | flat | - | slp |  |  |  |  | - | - | - | - |  |  | - |  |  |
| $\overline{2}$ |  | pres | 1 tre |  | kras | bum | drip | gr | 17 | frst | Grao | 7 |  | 1 | - |  | - | - |  |  |  | - | - |  |  |
| 5 |  | - | 1 w |  | kwik | - | dwe | $3^{2}$ |  | - | Owost |  | ? |  | - | - | - | - | - | - |  | - | - |  |  |
|  | i |  | : tj |  | kju: | bju:t |  |  |  | fju: |  | sju |  |  |  |  |  | - | - | m |  |  | ] j |  |  |

## Notes in doubtful cases:

1. Some people pronounce the word 'syringe' as ; there are no other cases of sr unless one counts foreign names (e.g. Sri Lanka).
2. Many Welsh names (including some well known outside Wales) - such as girls' names like Gwen and place names like the county of Gwent - have initial $g w$ and English speakers seem to find them perfectly easy to pronounce.
3. Two cases make seem familiar: the vowel name 'schwa', and the name of the soft drinks brand Schweppes.This is, however, a very infrequent cluster for English.
4. The only possible occurrence of gj would be in the archaic (heraldic) word 'gules', which is in very few people's vocabulary.
5. occurs in the archaic word 'thew' only.

Source : Roach, P, 2009, p. 69

### 2.2. Syllables beginning with three Consonants (CCCV)

In the case of three-consonant clusters, we can recognize a clear relationship between them and the two cases of two-consonant clusters described above. Examples of three-consonant initial clusters include 'spray'/sprei / , 'stream' /stri:m/, 'square' /skwez/, 'split' /split/. The s is the pre-initial consonant, the second consonants; the $\mathrm{p}, \mathrm{t}, \mathrm{k}$, and p in the examples, are the initial while the third consonants; $\mathrm{r}, \mathrm{r}, \mathrm{w}$ and l , are the post-initial consonants. The number of possible initial three-consonant clusters is quite small and they can be set out in full (Roach, P., 1991,p. 71)


## Table 3: Three initial-consonant clusters (CCCV)

|  | Post-initial |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| S plus initial | r | r | w | j |  |
|  | p | splei | sprei | $/$ | spju: |
|  | t | $/$ | striy | / | stju: |
|  | k | skla'rəossis | skri:n | skwi:k | 'skju:ə |

## Source: Roach, P., 1991, p. 71

## 3. Final Consonant Clusters

Final consonant clusters can range up to four consonants (sixth siks这). When a syllable ends in one consonant only. We call that phoneme as final consonants. Of course any consonant can be a final except for the following ( $\mathrm{h}, \mathrm{r}, \mathrm{w}, \mathrm{j}$ ).

Two-consonant final cluster can be organized into two sets. The first set includes a final consonant preceded by a pre-final consonant. In the second set, we can notice the final consonant which is followed by a post-final consonant. The pre-final consonants encompass the following: ( $\mathrm{m} \operatorname{nyls}$ ), for example, 'bump' /bımp/, 'bent' /bent/, 'bank' /bænk/ , 'belt' /belt/ (Roach, P., 1991, p. 71). The post-final consonants also form a small set: ( $\operatorname{ztd} \theta$ ) such as bets /bets/, beds /beds/, backed /bækt/, bagged /bægd/.

## Table 4 : Final VCC clusters

| Final VCC Clusters |  |
| :--- | :--- |
| $p+t, \theta, s$ | $\mathfrak{y}+\mathrm{k}, \mathrm{d}, \mathrm{z}$ |


| $\mathrm{t}+\theta, \mathrm{s}$ | $\mathrm{l}+\mathrm{p}, \mathrm{t}, \mathrm{k}, \mathrm{b}, \mathrm{d}, \mathrm{f}, \mathrm{d}, \mathrm{m}, \mathrm{n}, \mathrm{f}, \mathrm{v}, \theta, \mathrm{s}, \mathrm{z}$ |
| :--- | :--- |
| $\mathrm{k}+\mathrm{t}, \theta, \mathrm{s}$ | $\mathrm{f}+\mathrm{t}, \theta, \mathrm{s}$ |
| $\mathrm{b}+\mathrm{d}, \mathrm{z}$ | $\mathrm{v}+\mathrm{d}, \mathrm{z}$ |
| $\mathrm{d}+\mathrm{z}$ | $\theta+\mathrm{t}, \mathrm{s}$ |
| $\mathrm{g}+\mathrm{d}, \mathrm{z}$ | $\mathrm{d}+\mathrm{d}, \mathrm{z}$ |
| $\mathrm{f}+\mathrm{t}$ | $\mathrm{s}+\mathrm{p}, \mathrm{t}, \mathrm{k}$, |
| $\mathrm{d}+\mathrm{d}$ | $\mathrm{z}^{+} \mathrm{d}$ |
| $\mathrm{m}+\mathrm{p}, \mathrm{d}, \mathrm{f}, \theta, \mathrm{z}$ | $\int+\mathrm{t}$ |
| $\mathrm{n}+\mathrm{t}, \mathrm{d}, \mathrm{f}, \mathrm{d}, \theta, \mathrm{s}, \mathrm{z}$ | $3^{+} \mathrm{d}$ |

Source : Gimson, 1980 cited in Naoua, 2017/2018, p. 38
According to Roach, P. (2009), there are two types of final three-consonant cluster; the first is pre-final plus final plus post-final, as set out in the following table:

## Table 5 :

|  | pre-final | final | Post-final |
| :--- | :--- | :--- | :--- |
| Helped | l | p | t |
| Banks | y | k | s |
| Bonds | n | d | z |
| Twelfth | l | f | $\theta$ |

The second type shows how more than one post-final consonant can occur in a final cluster: final plus post-final 1 plus post-final 2 . Post-final 2 is again one of $\mathrm{s}, \mathrm{z}, \mathrm{t}, \mathrm{d}$. .

## Table 6 :

|  | Pre-final | final | Post-final 1 | Post-final 2 |
| :--- | :---: | :--- | :--- | :--- |
| Fifths | $/$ | f | $\theta$ | s |
| Next | $/$ | k | s | t |
| Lapsed | $/$ | p | s | t |

Table 7 : Possible cases of final VCCC clusters

| Final VCCC clusters |  |  |  |
| :--- | :--- | :--- | :--- |
| $\mathrm{p}+\mathrm{t}, \theta$ | +s | $\mathrm{p}+\mathrm{s}$ | +t |
| $\mathrm{t}+\theta$ | +s | $\mathrm{t}+\mathrm{s}$ | +t |


| $\mathrm{k}+\mathrm{t}$ | ts | $\mathrm{k}+\mathrm{s}$ | +t |
| :--- | :--- | :--- | :--- |
| $\mathrm{m}+\mathrm{p}, \mathrm{f}$ | +s | $\mathrm{d}+\mathrm{s}$ | +t |
| $\mathrm{n}+\mathrm{t}, \theta$ | +s | $\mathrm{m}+\mathrm{p}$ | +t |
| $\mathrm{y}+\mathrm{k}$ | +s | $\mathrm{n}+\mathrm{s}, \mathrm{f}$ | +t |
| $\mathrm{l}+\mathrm{p}, \mathrm{t}, \mathrm{k}, \mathrm{f}, \theta$ | +s | $\mathrm{y}+\mathrm{s} k$ | +t |
| $\mathrm{f}+\mathrm{t}, \theta$ | +s | $\mathrm{l}+\mathrm{s}, \mathrm{p}, \mathrm{t}, \mathrm{k} \mathrm{t}$ | +t |
| $\mathrm{s}+\mathrm{p}, \mathrm{t}, \mathrm{k}$, | +s | $\mathrm{s}+\mathrm{p}, \mathrm{k}$ | +t |
|  |  |  |  |
| $\mathrm{n}+\mathrm{d}$ | +z | $\mathrm{k}+\mathrm{s}$ | $+\theta$ |
| $\mathrm{l}+\mathrm{b}, \mathrm{d}, \mathrm{m}, \mathrm{n}, \mathrm{v}$ | +z | $\mathrm{n}+\mathrm{t}$ | $+\theta$ |
|  |  | $\mathrm{y}+\mathrm{k}$ | $+\theta$ |
|  | $\mathrm{l}+\mathrm{f}$ | $+\theta$ |  |

Source : Gimson, 1980 cited in Naoua, p. 39
Most four-consonant clusters can be analysed as consisting of a final consonant preceded by a pre-final and followed by post-final 1 and post-final 2 , as shown below:

## Table 8:

|  | Pre-final | final | post-final 1 | Post-final 2 |
| :--- | :--- | :--- | :--- | :--- |
| twelfths | l | f | $\theta$ | s |
| prompts | m | p | t | s |

A small number of cases seem to require a different analysis, as consisting of a final consonant with no pre-final but three post-final consonant
Table 9 :

|  | Pre-final | final | Post-final 1 | Post-final 2 | Post-final 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| sixths | $/$ | k | s | $\theta$ | s |
| texts | $/$ | k | s | t | s |

Summary :
To sum up, according to Roach, P., (2009, p. 71)we may describe the English syllable as having the following maximum phonological structure:


Practice: Provide the appropriate analysis of the following one-syllable words.
Squeezed - scratched - strengths - screams - proud - teaches - cramped - splashed - Sings -sinks- prompted - scrambles - sixths - jinxed - tempts

| syllable | Pre- <br> initial | initial | Post- <br> initial | vowel | Pre- <br> final | final <br> Post- <br> final <br> 1 | PF 2 | PF 3 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
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## References:

Naoua, M. (1017/2018). Practical Lessons in Phonetics: Courses designed for first year students Roach, P. (1991). English Phonetics and phonology: A practical course. (2 ${ }^{\text {nd }}$ ed). Cambridge: Cambridge University Press.
Roach, P. (2009). English phonetics and phonology: A practical course. (4 ${ }^{\text {th }} \mathrm{ed}$ ). Cambridge: Cambridge University Press

