

The consonant sounds

Consonants are sounds for which the airflow is obstructed as it leaves the mouth. This means that you have to make **strong movements** to produce each of these sounds. So to make a consonant sound, you need to know which of the **articulators** make the obstruction. (See page 8 for a reminder of what the fixed and mobile articulators are.) Sometimes two mobile articulators touch each other (like for the sound 'b' – **bee**), and for other sounds one of the mobile articulators moves and touches one of the fixed articulators (like for the sound 'd' – **do**).

The amount of obstruction varies but all of them require you to obstruct the airflow, unlike vowel sounds. This means that some consonant sounds can be extended for a long time, while others are short sharp sounds. Try making sounds like 'm' (**me**), 'w' (**we**), 's' (**so**), 'f' (**far**), and notice how they can all be held on, while 'p' (**pea**), 't' (**tea**) and 'k' (**key**) are all short and can't be extended.

Different types of consonant sounds

We can divide the consonants of RP into six groups based on how they are made. Knowing which group the sounds fall into in English will help you to tell the difference between two sounds which might sound more similar in your first language than they should in English.

- **Explosive sounds (known as 'plosives')**

These sounds start with a complete blockage which is then suddenly released. These sounds are:

/p/ (p et)	/t/ (t o)	/k/ (c ot)
/b/ (b et)	/d/ (d o)	/g/ (g ot)

- **Friction sounds (known as 'fricatives')**

For these sounds there is less of an obstruction so a stream of air is able to escape through a small space. These sounds are:

/f/ (f ish)	/ʒ/ (treas ure)	/s/ (s oon)
/v/ (v et)	/θ/ (th in)	/z/ (z oom)
/ʃ/ (sh ine)	/ð/ (th en)	/h/ (h ello)

- **Combination sounds (known as 'affricates')**

These are consonants that start as an explosive sound then become a friction sound. The blockage is complete at the start but is then released slowly. These sounds are:

/tʃ/ (ch oke)	/dʒ/ (j oke)
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- **Sounds made through the nose (known as 'nasals')**

These are the consonants where the sound comes entirely out of the nose with no breath leaving through the mouth. These sounds are:

/n/ (n o)	/m/ (m e)	/ŋ/ (ng)
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- **Side sounds (known as 'laterals')**

These are sounds where the sound is released round the sides of the tongue.

/l/ (love)

/ɫ/ (hill)

- **Open sounds (known as 'approximants')**

These sounds don't have an obvious contact point, but the articulators almost create a blockage by getting very close to each other but not quite touching. This is the least obstruction it's possible to make while still being a consonant sound. These sounds are:

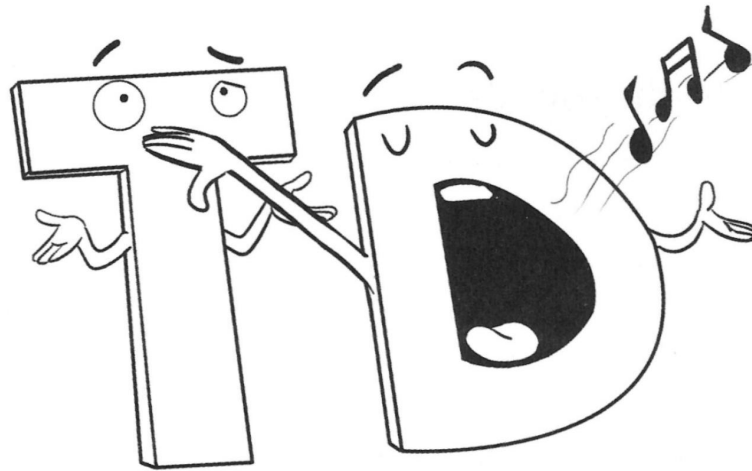
/ɹ/ (red)

/j/ (yes)

/w/ (week)

Voiced and voiceless sounds

Some consonant sounds are **voiced** (e.g. /b/ and /z/), and some are **voiceless** (e.g. /p/ and /s/). For voiced consonants the vocal folds (in your larynx) vibrate, and for voiceless sounds there is no vibration.



Some consonant sounds exist in 'voiced and voiceless pairs' (e.g. /t/ and /d/ are a pair). This means you do exactly the same thing with your mouth for both sounds, but just add or remove voicing in the larynx. (For more explanation of this, turn back to page 7.) We cover the identical voiced/voiceless pairs of sounds in the same units. So a sound like /n/ (no), which has no voiceless partner, has a unit to itself. But a pair of sounds like /t/ and /d/ (to/do), which are voiced/voiceless partners, are both covered in the same unit.

Making the sound

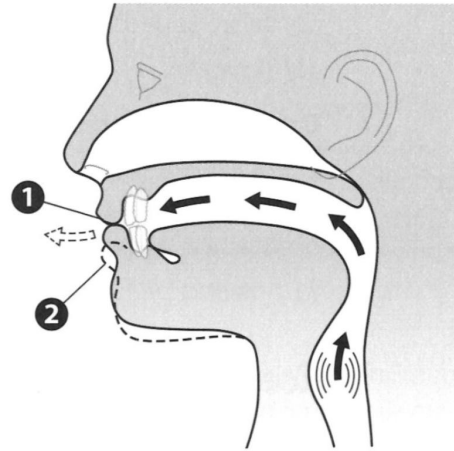
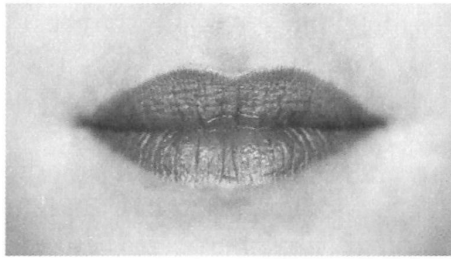
To make each consonant sound, you need to know:

- Where in the mouth the airflow is obstructed.
- How much of an obstruction is made to the airflow.
- Whether the sound is voiced or voiceless.

If you get these three things right, you will produce the right sound. So let's get started!

PET & BET

/p/ (**p**et), /b/ (**b**et)



Make the sounds



- 1 Lightly squeeze your lips together, all the way along.
- 2 Start to breathe out, and let a little air build up behind your lips.
- 3 Don't let any air out through your nose!
- 4 Let your lips spring apart quickly, and continue breathing out.
- 5 The sound you produce can be voiced /b/ or voiceless /p/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	<i>p</i>	pen, cup, open	often
voiceless	<i>pp</i>	apple, appear	often
voiced	<i>b</i>	be, able, stumble, cab	often
voiced	<i>bb</i>	stubble	often

- ! There is a silent *b* in *mb* spellings like 'comb', 'womb', 'dumb'.

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 3–5.



- A**
- 1 pen price carpet open appear cup stopp
- 2 birthday boss able above tub tube
- B**
- 1 Please press play, pause and stop on the tape.
- 2 Both boys bought big bunches of bananas.
- 3 The perfect place to spend your birthday is on the beach with your best pals.
- C**
- 1 I'd like a proper cup of coffee from a proper copper coffee pot.
- 2 A big black bug bit a big brown bear, and the big brown bear bled badly.

Am I doing something wrong?



All groups



Not adding an extra puff of air for a /p/ sound.



Make sure to allow a small extra puff of air as your lips spring apart if:

- /p/ is the first sound in a word ('pen') or it is in the stressed syllable ('appear'), and
- it is followed by a vowel

You don't need this puff of air if the /p/ is followed by a consonant ('price'), is unstressed ('carpet'), or is at the end of a word ('cup').



2 4 6 8



Making the same sound in the words 'pet' and 'bet'.



First, revise the exercises for how to make voiced and voiceless sounds (page 7).

Then, revise the *When do I use this sound?* table for /p/ and /b/.

Keep a hand on your larynx while you practise, and check whether you are adding vibration or not.



2 3



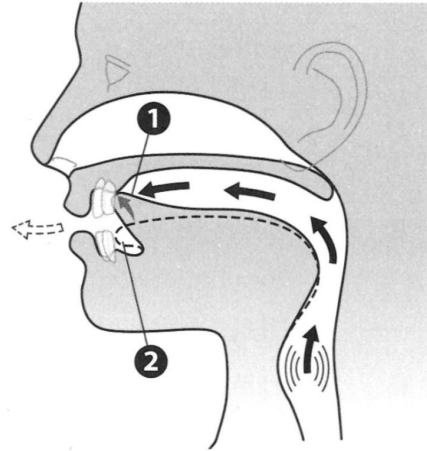
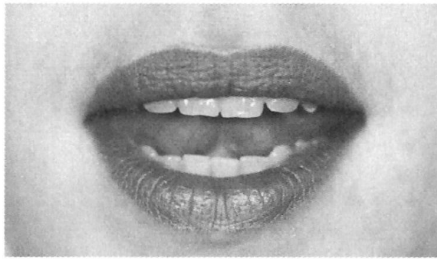
Bringing your lips very close to each other, but not totally blocking the breath.



Make sure that you are closing your lips all the way along, and then releasing them quickly.

TO & DO

/t/ (to), /d/ (do)



Make the sounds



- 1 Press the tip of your tongue onto the alveolar ridge.
- 2 Let the sides of your tongue touch the top molars.
- 3 Start to breathe out, and let a little air build up behind your tongue.
- 4 Don't let any air out through your nose!
- 5 Drop your tongue tip quickly, and continue breathing out.
- 6 The sound you produce can be voiced /d/ or voiceless /t/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	<i>t</i>	top, atom, sat	often
voiceless	<i>tt</i>	butter	often
voiceless	<i>th</i>	Thomas, Thailand, thyme	rarely, just in names/places
voiced	<i>d</i>	do, meadow, brand	often
voiced	<i>dd</i>	ladder	often

! There is a silent *t* if *st* is in the middle of the word like 'fasten', 'listen', 'whistle', 'glisten', 'castle', 'hustle'.

/t/ and /d/ sounds are sometimes not released on the ends of words. You will find an explanation of this in the section on *Connecting your speech* (page 91).

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 7–9.



- A
- 1 time train artist attain bottom heart late
 - 2 dog drive rider India read hard ready

- B**
- 1 Tell Tom to take the train into town.
 - 2 Daisy couldn't decide which day to drive down to Dover.
- C**
- 1 A tiny tiger tied her tie tighter, to tidy her tatty tail.
 - 2 Dotty tried to do too much so Dotty ended up drained.

Am I doing something wrong?



All groups

- X** Putting your tongue tip somewhere other than your alveolar ridge.
- ✓** Be sure that your tongue tip is on the alveolar ridge behind your teeth. Not touching your teeth, and not curling too far backwards behind the alveolar ridge.



All groups

- X** Not adding an extra puff of air for a /t/ sound.
- ✓** Make sure to allow a small extra puff of air as your lips spring apart if /t/ is the first sound in a word ('time') or is the stressed syllable ('attain'), and it is followed by a vowel. You don't need this puff of air if the /t/ is followed by a consonant ('train'), is unstressed ('bottom'), or is at the end of a word ('heart').



All groups

- X** Making 'heart' and 'hard' sound the same.
- ✓** First, revise the exercises for how to make voiced and voiceless sounds (page 7). Then, revise the *When do I use this sound?* tables above for /t/ and /d/. Keep a hand on your larynx while you practise, and check whether you are adding vibration or not.



2 3 5 6 8

- X** Not blocking the air completely, and adding voicing so that /t/ sounds between vowels become similar to a /d/.
- ✓** Block the air completely, and then release it quickly, rather than flicking the tongue tip onto the alveolar ridge. Make sure that the /t/ sound is unvoiced.

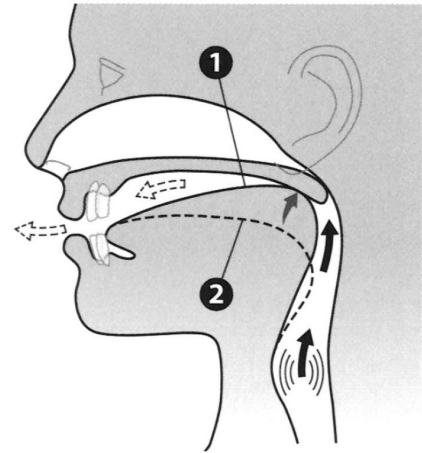


1 2 8

- X** Blocking the airflow in your throat, rather than with the tongue tip. This is called a glottal stop.
- ✓** Keep breathing out through the sound, rather than stopping the air in your larynx. Check that you hear the sound of your tongue releasing the air.

COT & GOT

/k/ (cot), /g/ (got)



Make the sounds



- 1 Raise the back of your tongue to touch the back of the roof of your mouth.
- 2 Start to breathe out, and let a little air build up behind your tongue.
- 3 Don't let any air out through your nose!
- 4 Drop the back of your tongue down quickly, letting the air out of your mouth.
- 5 The sound you produce can be voiced /g/ or voiceless /k/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	<i>c, cc, k, ck</i>	cat, soccer, key, back	often
voiceless	<i>ch</i>	chord, ache	sometimes
voiceless (+/w/)	<i>qu</i>	quit, aqua	often
voiceless (+/s/)	<i>x</i> (irregular)	exit, six	often
voiced	<i>g, gg</i>	get, again, bigger	often
voiced	<i>gh, gu</i>	ghost, guess	sometimes
voiced	<i>x</i> (irregular)	examine, exotic	sometimes

- ! There is a silent *k* in *kn* spellings at the start of words like 'know', 'knee', 'knife'.
- ! There can be a silent *g* in *gn* spellings like 'gnome' and 'sign'.
- ! The *g* in *gh* spellings is not usually pronounced as a /g/. Sometimes it is silent ('through'), and other times *gh* is pronounced /f/ ('enough').

Now try it!



Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 11–13.

- A**
- 1** cat clean echo record back ask six
- 2** get green argue again bag dog digger
- B**
- 1** Excuse me, could you bake me a cream cake?
- 2** The girl got good grades in her exams.
- C**
- 1** Six quick cricket critics.
- 2** A gaggle of grey geese are in the green grass grazing.

Am I doing something wrong?



All groups

- X** Not adding an extra puff of air for a /k/ sound.
- ✓** Make sure to allow a small extra puff of air as your lips spring apart if:
- /k/ is the first sound in a word ('cat') or is the stressed syllable ('record' verb), and
 - it is followed by a vowel.

You don't need this puff of air if the /k/ is followed by a consonant ('clean'), is unstressed ('record' noun), or is at the end of a word ('back').



All groups

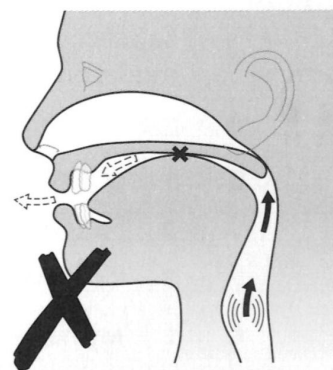
- X** Using the same sound in 'back' and 'bag'.
- ✓** First, revise the exercises for how to make voiced and voiceless sounds (page 7). Then, revise the *When do I use this sound?* table above for /k/ and /g/.

Keep a hand on your larynx while you practise, so that you can check whether you are adding vibration or not.



4 8

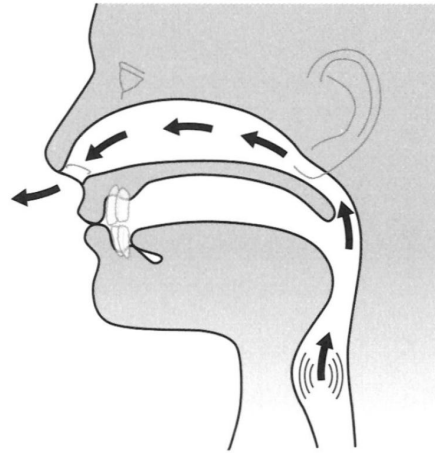
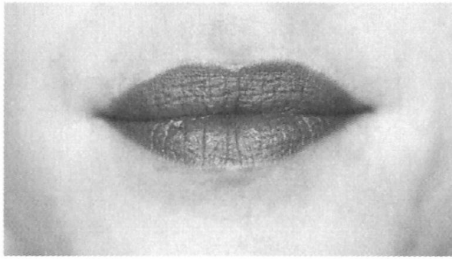
- X** Using the middle of your tongue, rather than the back. If you feel your tongue pressing against the highest part of the roof of your mouth – this is wrong.
- ✓** The back of your tongue should touch your soft palate, which is further back in your mouth.



The letter *c* can often be pronounced with a /s/ sound. For more rules on this, turn to the /s/ page (page 28).

ME

/m/



Make the sound



- 1 Lightly squeeze your lips together, all the way along.
- 2 Breathe out through your nose.
- 3 This sound is always voiced.

When do I use this sound?



14

Spelling	Examples	Frequency
<i>m</i>	me, amaze, film	often
<i>mm</i>	swimmer	often
<i>mb</i>	comb, womb, dumb	rarely
<i>mn</i>	autumn, condemn	rarely

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 15–17.



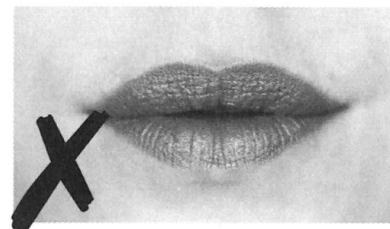
15-17

- A** me most army image film come
- B**
- 1 My mum will be missing me, and waiting for me to come home tomorrow.
 - 2 I was dreaming about the shimmering moon on Monday.
 - 3 It's a shame that the man is so mean to his team.
- C**
- 1 My mate Mike makes me mad.
 - 2 Many an anemone sees an enemy anemone.

Am I doing something wrong?



- X** Not fully touching your lips together when you make this sound.
- ✓** Use a mirror to check that your lips are completely closed. You should be able to feel the lips gently pressing against each other.



Assimilation in nasal sounds

Sometimes when we are speaking quickly, one sound changes to become more like the sound next to it. This does make speech easier and faster, and as RP evolves, more and more speakers use these assimilations in their speech.

This very often happens with nasal sounds like /m/, /n/, and /ŋ/. Look at these examples:

Green Park can sound like *GreenmPark*

The /n/ sound at the end of 'green' has become more similar to the /p/ of 'park', and is being made on the lips like a /m/.

some time can sound like *sumtime*

The /m/ sound at the end of 'some' has become more similar to the /t/ sound of 'time', and is being made with the tongue tip on the alveolar ridge like a /n/.

run clumsily can sound like *runclumsily*

The /n/ sound at the end of 'run' has become more similar to the /k/ sound of 'clumsily', and is being made with the tongue on the soft palate like a /ŋ/.

young lady can sound like *younlady*

The /ŋ/ sound of 'young' has become more similar to the /l/ sound of 'lady' and is being made with the tongue on the alveolar ridge like a /n/.

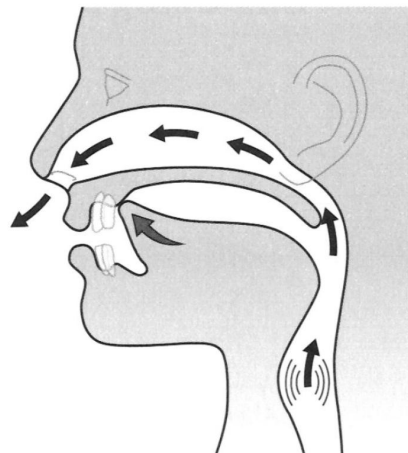
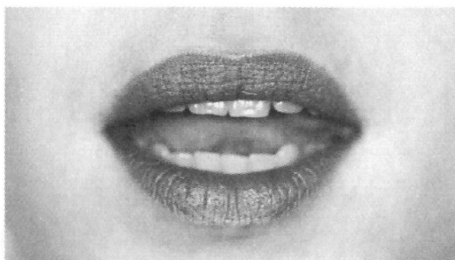
Now try it!

Try saying the following sentences first without and then with assimilation. Remember, assimilation only happens when you are speaking quickly.

- 1 Can both of them try to find jobs when college is over?
- 2 It's a long time since that man has driven cars in races.
- 3 I don't mean to seem depressed, but there are not many fun games being played lately.
- 4 I can put some time aside to ring Dad later on Monday.

NO

/n/



Make the sound



DVD

- 1 Put the tip of your tongue on the alveolar ridge.
- 2 Let the sides of your tongue rest on the top molars.
- 3 Breathe out through your nose.
- 4 This sound is always voiced.

When do I use this sound?



18

Spelling	Examples	Frequency
<i>n</i>	no, any, run	often
<i>nn</i>	winner, annoy	often
<i>gn</i>	gnaw, sign	sometimes
<i>kn</i>	know, knee, knife	sometimes

! There is a silent *n* in *mn* spellings like 'column', 'autumn', 'condemn'.

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 19–21.



- A** no near any send run none sun
- B**
- 1 There are not nearly enough chances to change.
 - 2 The day can only begin when someone turns on the news.
 - 3 The company is open, and it's business as normal on Monday.
- C**
- 1 Nine noisy nurses knot nine nice knots.
 - 2 Nobody knew Nina when Nina was a nobody.

Am I doing something wrong?



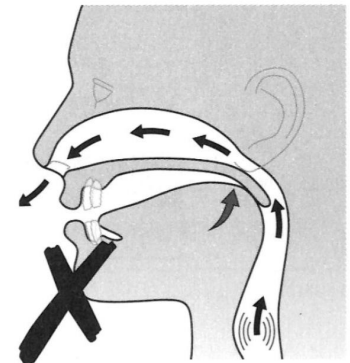
1 2 3 4 5 7 8

- X** Putting the tongue tip in the wrong place.
- ✓** Be sure that your tongue tip is on the alveolar ridge behind your teeth. Check that your tongue tip isn't touching your teeth, and that it isn't curling too far backwards behind the alveolar ridge.



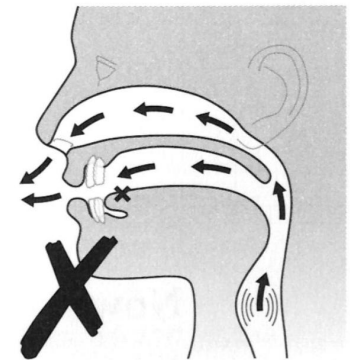
1 2

- X** Raising the back of your tongue up to touch your soft palate and making the same sound in the words 'sun' and 'sung'.
- ✓** Relax the back of your tongue so that it is low in your mouth, like a yawn. Review the rules of when to use /n/ and when to use /ŋ/ (page 26).



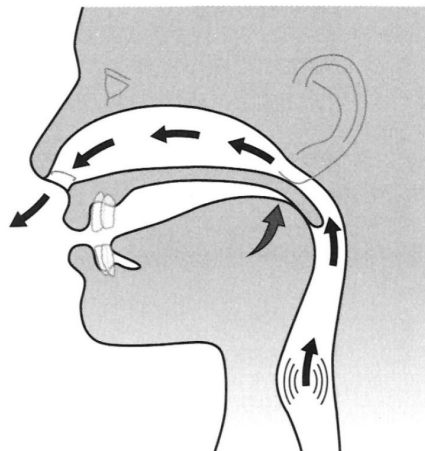
1 2

- X** Not raising the tongue tip to touch the alveolar ridge, and just making the resulting vowel sound through the nose instead. This nasal vowel sound does not exist in RP.
- ✓** Be sure that you can feel your tongue tip making contact with the alveolar ridge.



SING

/ŋ/



Make the sound



- 1 Raise the back of your tongue to touch the soft palate, as if you're going to make a /g/ sound, as in 'go'.
- 2 Check that your tongue tip is relaxed in the bottom of your mouth.
- 3 Breathe out through your nose.
- 4 This sound is always voiced.

When do I use this sound?



22

Spelling	Examples	Frequency
<i>ng</i>	song, singer, walking	often
<i>nk</i> or <i>nc</i> spellings /ŋk/	think, banker, uncle	often
<i>ng</i> in the middle of a word, not followed by a suffix /ŋg/	hunger, language, engage, finger	often
<i>ng</i> in comparative or superlative words /ŋg/	stronger, longest	often

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 23–25.



23–25

A


long



singer

waitngfngerthngkbanngker



- B**
- 1** I think it's wrong to be sitting and waiting for something exciting.
 - 2** The phone is ringing, but it's the bank calling.
 - 3** Walking all the way to the meeting will take a long time.
- C**
- 1** Sitting and thinking of swimming and singing.

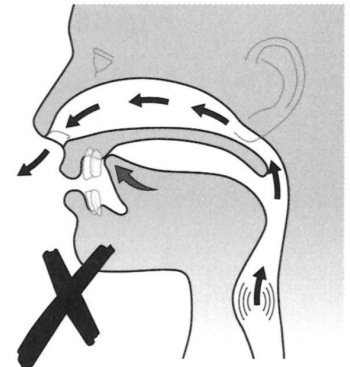
Am I doing something wrong?

 **1 2 4 5 6 8**



-  Pronouncing a /g/ sound after the /ŋ/ in words like 'bang' and 'wrong'. The g spelling is part of this /ŋ/ sound, rather than a separate sound to be added to the end of the word.
-  Stop breathing out before you drop the back of your tongue down.
This sound is a sustainable sound, and has no defining end point. Practise by holding onto the sound for longer than is normal, until you get used to ending it in this way.

 **2 7**

-  Using the same sound in the words 'sun' and 'sung'.
-  Check that the front of your tongue is relaxed, and not rising up to touch the alveolar ridge.



 **1**

-  Not actually raising the tongue back to make the closure and so sending the vowel sound through the nose. This will sound like a nasal vowel, rather than a consonant /ŋ/.
-  Be sure that you can feel the back of your tongue touching your soft palate.

Sometimes, the g in an ng spelling is pronounced as a separate sound, making the sounds /ŋg/. Look at the table below:

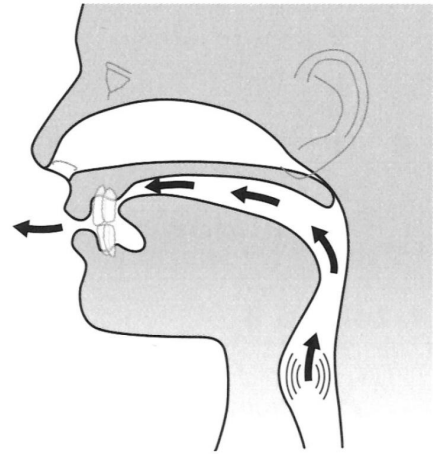
1 /ŋg/	2 /ŋ/	3 /ŋg/
hunger, finger, linger, language, anger, engage, dangle	longing, longed, hangman, hanger	longer, longest, stronger, strongest

- 1** If ng spelling is in the middle of a word (other than a word with a suffix, like -ed, -ing, -er) then the /ŋg/ pronunciation is used.
- 2** When a suffix, or additional word, is added to the root word, /ŋ/ is the usual pronunciation.
- 3** However, if you are using the comparative or superlative suffixes, -est and -er, the /ŋg/ pronunciation is used again.

-  You should always pronounce the /k/ sound in words with nk combinations, e.g. 'think', 'thank you'.

SOON & ZOOM

/s/ (soon), /z/ (zoom)



Make the sounds



- 1 People make this sound in different ways, sometimes with the tongue tip up, sometimes with the tongue tip down. It doesn't really matter which you do.
- 2 The important thing is to raise the blade of your tongue up until it is very close to your alveolar ridge, without actually touching it, and then breathe-out.
- 3 As the air is pushed between your tongue and your alveolar ridge, you make a hissing sound.
- 5 The sound you produce can be voiced /z/ or voiceless /s/ (see page 15).

When do I use this sound?



26

Voiced/voiceless	Spelling	Examples	Frequency
voiceless	s	sad, inside, this	often
voiceless	ss	glass, missing	often
voiceless	c	cycle, nice, acid	often
voiceless	sc	scene, descend	sometimes
voiceless (+/k/)	x	exercise, sixty	sometimes
voiced	z	zoo, amazing	often
voiced	s (after a voiced sound)	roads, days, fools	often
voiced	zz	fizzy	sometimes
voiced	ss	scissors	sometimes
voiced (+ /g/)	x	example	sometimes
voiced	-ize/-ise verb endings	organise, realize	sometimes

! Sometimes *s* is not pronounced as a /s/, like in 'sugar' and 'issue'. In these case it becomes a /ʃ/ (see Unit 11).

Pronunciation of *s* and *z* can depend on the grammar. In the noun 'use' and the adjective 'close' the *s* is pronounced /s/. But in the verbs 'use' and 'close' the same spellings are pronounced /z/.

Now try it!



Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 27–29.

- A**
- | | | | | | | | |
|----------|-------------|---------------|---------------|---------------|----------------|---------------|----------------|
| 1 | <u>s</u> ee | st <u>o</u> p | bo <u>s</u> s | fa <u>s</u> e | <u>s</u> chool | fix | pea <u>s</u> e |
| 2 | <u>z</u> ip | l <u>az</u> y | go <u>es</u> | u <u>s</u> e | ri <u>s</u> e | ex <u>a</u> m | pea <u>s</u> |
- B**
- 1 We must stop skipping school so we learn something.
 - 2 He's crazily lazy: he always refuses to use the gym.
 - 3 The office is closed on Sundays and most Tuesdays.
- C**
- 1 Six saints sat in silence in the sunshine.
 - 2 Zebras zig and zebras zag – crazy zig-zagging zebras!

Am I doing something wrong?



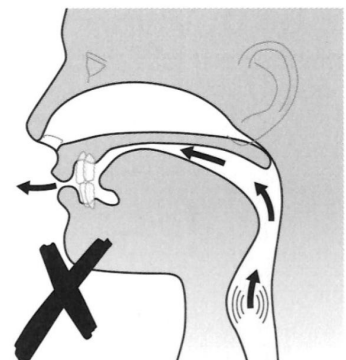
1 2 4 5 6 7 8

- ~~X~~ Using the same sound in the words 'peas' and 'peace'.
 - ✓ First, review the exercises for how to make voiced and voiceless sounds (page 7). Then, revise the *When do I use this sound?* table for /s/ and /z/.
- Keep a hand on your larynx while you practise, and check whether you are adding vibration or not.



1 8

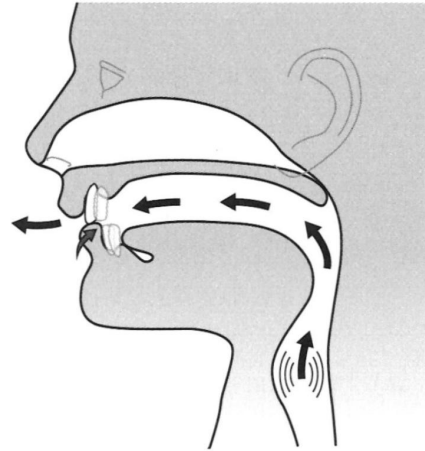
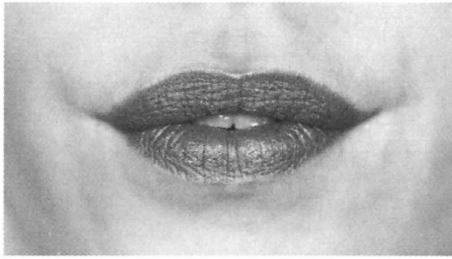
- ~~X~~ Making the same sound in the words 'she' and 'see'.
 - ✓ Practise sliding your tongue forward towards your top teeth so that the sound gets a bit sharper.
- Make sure your lips are completely relaxed.



/s/ can be a tricky sound for some people to produce even in their native language, and issues such as lisps are very common worldwide. This is not an accent issue. The best thing to do in this situation is to work with a trained speech and language therapist.

FAST & VAST

/f/ (**f**ast), /v/ (**v**ast)



Make the sounds



- 1 Relax your tongue in your mouth – you don't need it for this sound.
- 2 Rest the very bottom edges of your top teeth on the inside of your bottom lip.
- 3 Keep the teeth and lip touching just enough to tickle your lip when you breathe out, but not so firmly that it completely blocks the airflow.
- 5 The sound you produce can be voiced /v/ or voiceless /f/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	<i>f</i>	feed, after, if	often
voiceless	<i>ff</i>	offer, cuff	often
voiceless	<i>gh</i>	enough, rough	sometimes
voiceless	<i>ph</i>	photo, telephone, graph	sometimes
voiced	<i>v</i>	vet, over, love	often



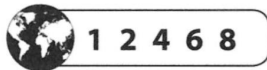
The only exception to these rules is the word 'of', where you should use the /v/ sound.

Now try it!

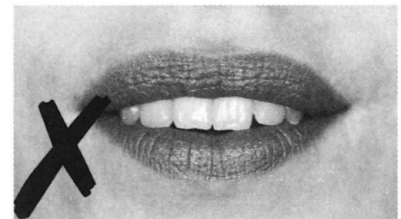
Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 31–33.



- A**
- 1** fish feel after office if laugh philosophy
- 2** visit vote avoid seven cave love of
- B**
- 1** Travelling in Africa is very good fun.
- 2** My friend can't find his very valuable violin.
- 3** The staff in the government offices value their free time.
- C**
- 1** Fred fries fresh fish on Fridays.
- 2** Vincent's village villa has very vibrant views.

Am I doing something wrong?

- X** A common mistake is to bring the lip and teeth close together, but not close enough to touch. This produces a similar sound to the English /w/ in 'what'.
- ✓** Make sure that you can feel your top teeth gently touching the inside of your lower lip. The contact between lips and teeth is what makes the hissing sound. Your teeth should be inside your bottom lip, not outside. Check this in a mirror. The bottom tip of the top teeth should be hidden by the lower lip.

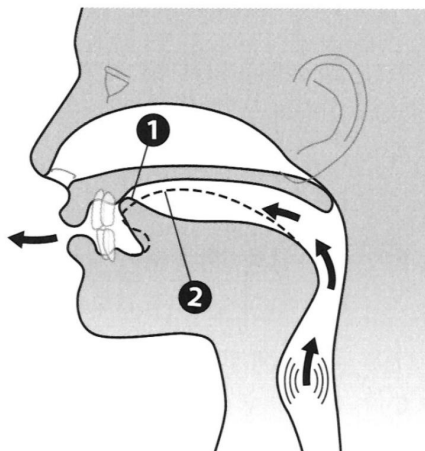


- X** Making a short, sudden sound, like the /b/ as in 'bee', instead of a longer, breathy hiss.
- ✓** Practise holding a piece of paper between your lips and teeth, then make the /f/ and /v/ sounds without letting the paper drop. Keep practising the sounds with the paper in your mouth for five seconds. Now, remove the paper, and keep making the same sounds. Notice how the sound is continuous and feels a little ticklish – especially with the /v/.



CHOKE & JOKE

/tʃ/(choke), /dʒ/ (joke)



Make the sounds



- 1 This sound is made of two consonant sounds, so your tongue has to move in order to make it.
- 2 Practise making the /t/ as in 'tea', and the /ʃ/ as in 'shoe' (see pages 18 and 36).
- 3 Move quickly between the two sounds.
- 4 Get quicker and quicker until they begin to feel like one sound.
- 5 The sound you produce can be voiced /dʒ/ or voiceless /tʃ/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	ch	chair, teach	often
voiceless	t	nature	sometimes
voiceless	tch	catch	sometimes
voiced	j	job, banjo	often
voiced	g	gentle, age	sometimes
voiced	dge	edge	sometimes
voiced (+/n/)	nge	danger, angel, sponge	sometimes

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 35–37.



A

- | | | | | | | |
|---|---------------|---------------|------------------|-----------------|-----------------|---------------|
| 1 | <u>ch</u> in | <u>ch</u> ip | lect <u>u</u> re | virt <u>u</u> e | <u>ri</u> ch | ba <u>ch</u> |
| 2 | <u>ju</u> dge | ja <u>i</u> l | gi <u>r</u> affe | ma <u>j</u> or | da <u>m</u> age | ed <u>g</u> e |

- B**
- 1 There is too much cheap cheese in the kitchen.
 - 2 The German judge made the arrangements on the edge of his seat.
 - 3 I need a change, or perhaps I just need to imagine a new challenge for the future.
- C**
- 1 Cheap cheese tastes like chalk.
 - 2 Jolly jugglers juggling jugs of orange juice.

Am I doing something wrong?


1 2 6


Making the same sound in the words 'ship' and 'chip'. You are missing out the first part of the sound (the /t/ or /d/), where your tongue touches the alveolar ridge.



Focus on making the /t/ or /d/ sound, and then quickly sliding your tongue back into the /ʃ/ position. Try this practice exercise:

- | | | | |
|----------------------------------|----------|----------|----------|
| 1 Say: | ship | ship | ship |
| 2 Add a /t/ sound: | /t/ ship | /t/ ship | /t/ ship |
| 3 Make the pause smaller: | /t/○ship | /t/○ship | /t/○ship |
| 4 Until it feels like one sound: | chip | chip | chip |


1 6 8


Making the same sound in the words 'gin' and 'chin'.



First, revise the exercises for how to make voiced and voiceless sounds (page 7).

Then, revise the *When do I use this sound?* tables for /tʃ/ and /dʒ/.

Keep a hand on your larynx while you practise, and check whether you are adding vibration or not.


4 8


Making the same sound in the words 'bats' and 'batch'.



Slide your tongue backwards a little as you drop it. Don't let it fall straight down. Try alternating between these sequences of sound pairs:

- | | |
|----------------------|--------------------------|
| /t/○/s/ (as in SOON) | /t/○/ʃ/ (as in SHINE) |
| /d/○/z/ (as in ZOOM) | /t/○/ʒ/ (as in TREASURE) |

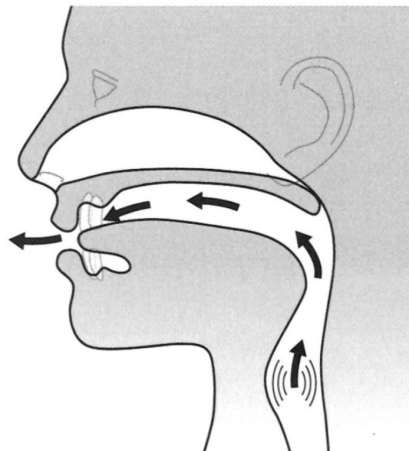
Notice the different movements you feel in these two sets of sounds.

The movement in the right hand set of words is the correct way to form these sounds.

Now practise moving between the two parts of the sound more and more quickly, until they begin to sound and feel like one sound.

THIN & THIS

/θ/ (**thin**), /ð/ (**this**)



Make the sounds



- 1 Open your mouth a little so that there is some space between your top and bottom teeth.
- 2 Put the tip of your tongue lightly between the top and bottom teeth, keeping it relaxed.
- 3 Breathe out through your mouth.
- 4 Don't let any air out through your nose.
- 5 The sound you produce can be voiced /ð/ or voiceless /θ/ (see page 15).

When do I use this sound?



Voiced/voiceless	Spelling	Examples	Frequency
voiceless	<i>th</i>	think, three	often
voiceless	voiced consonant + <i>th</i>	month, seventh, width	often
voiced	<i>ther/the</i>	brother, other, breathe	often
voiced	<i>th</i>	those, these	often

! The spelling *th* is pronounced as a /t/ in some names and places, like Thomas, Thames and Thailand.

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 39–41.



A

- 1 think three ethical both earth path
- 2 they the weather other soothe breathe

- B**
- 1 Though my mother and her three brothers think they're healthy, they're not.
 - 2 I thought the weather on Thursday was thoroughly threatening.
- C**
- 1 Six thick thistle sticks.
 - 2 The other bathing brothers.
 - 3 Not these things here, but those things there.

Am I doing something wrong?



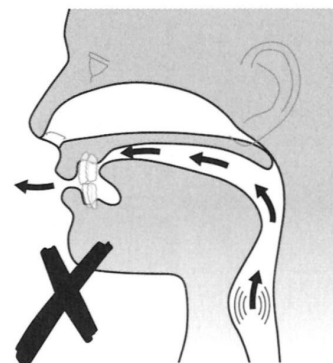
All groups

- X** Making the same sound in the words 'boat' and 'both'. You are stopping the airflow, and then suddenly releasing it. You need to make a soft, continuous hiss.
- ✓** Start by making a long /s/ sound. Maintain the continuous hiss.
- Now, gradually slide your tongue forward until the tip rests between your teeth. Keep breathing out!
- You are now producing the /θ/ sound.



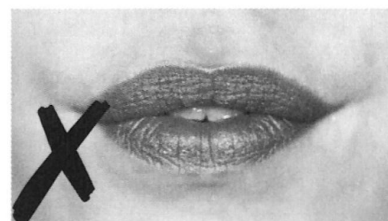
1 2 3 4 5 6 8

- X** Making the same sound in the words 'pass' and 'path', or 'breeze' and 'breathe'.
- ✓** Start by making a long /s/ sound. Slowly slide your tongue forward, while continuing to breathe out.
- When the tip of your tongue sits lightly between your teeth, almost level with the lips, you will produce the correct /θ/ sound.



1 2 4 6

- X** Making the same sound in the words 'free' and 'three'.
- ✓** Look in a mirror when you are practising this sound. Focus on relaxing your lips, and keeping them completely still. For /f/, your bottom lip will move, but for /θ/ it should not.



Then follow the instructions in the *Make the sounds* section, making sure that it is your tongue and teeth making the sound, not your lips and teeth.