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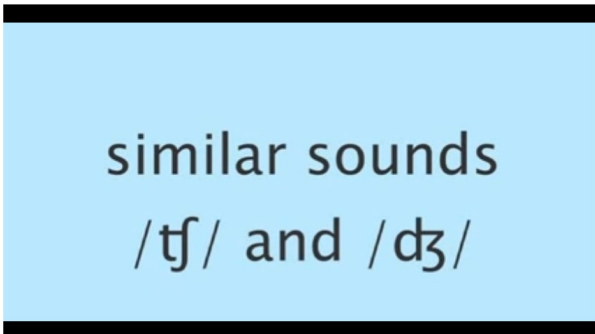
P14. Consonants: ch/j [IPA (tʃ/dʒ)] ex, cheap vs jeep

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

For media links in this activity, visit [the LLC ESL Tutoring website for Pronunciation SDLAs](#).
Find your SDLA number to see all the resources to finish your SDLA.

Section 0: New Information



Watch the [Section 0 Video on the Tutoring Website](#). Listen and repeat the words the speaker says. Pay special attention to the shape of the mouth. Place your fingers on your neck to identify which words are voiced and voiceless.

Write **V** (voiced) or **VL** (voiceless) to indicate which words below are voiced and voiceless.

choke

chunk

surge

joke

lunge

lunch

junk

search

church

[Listen to the following sentences on the Tutoring Website](#) and write the words you hear to complete the sentences. The words will come from the list above.

1. I put my _____ in the car so I don't forget it.
2. The supporters _____ toward the President when he exited the car.
3. Is that your idea of a _____ ?
4. That car is a piece of _____





Section 1: Listening

Listen to these sentences on the Tutoring Website. While you listen, **note the words that the speaker mispronounces.** Try to write the words that you heard below the mispronounced words. You will also hear words with sounds from the previous SDLAs.

1. Chester cheetah chooses a child to play chess with.
2. A stranger took a bite of the gingerbread man cookie.
3. Put the cherries in the package.
4. The kids from Jasper Elementary like to play jokes on the janitor.
5. We'll have crunchy nachos, enchiladas with cream cheese, and a piece of peach pie.
6. I'm so sad I missed my teacher's touchdown party.

Section 2: Repetition



Listen to the clean audio of **Section 1** and practice. Using your cell phone, **record yourself** reading the sentences from **Section 1** correctly. Save it.

Listen with your eyes closed. Can you understand what you said? Which words are difficult to understand? Write them here.

Optional: Record the correct sentences a second time. Listen with your eyes closed. You can ask a friend to listen with their eyes closed. Can they understand every word? Write down which ones your friend could not understand. Practice those words more.

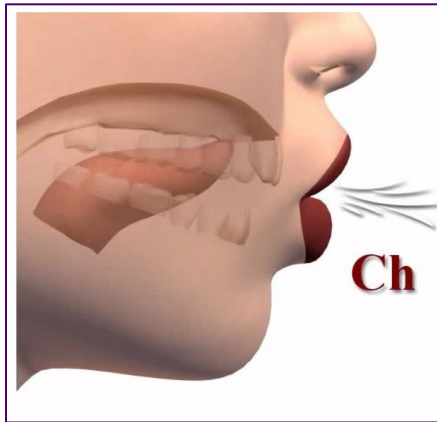




Section 3: Senses

Ch and J are affricates. This means that these sounds begin by moving the tongue to create a small/consticted way for air to escape the mouth. In these 2 sounds, the tongue is in the same position – behind the teeth and touching the gums/roof of the mouth. You keep the tongue in this place as you push air and then release.

The ch- sound is voiceless. We **DO NOT** feel any vibration in our throats when we make this sound. Rather, air should flow through and out the mouth. If you place a tissue on your nose while making this sound, it should blow away or up.



The j- sound is **VOICED**. Therefore, as you produce this sound, touch your throat to feel the vibration as you activate your vocal chords.



Part 2. Record yourself reading these words.

jump	jive	edge	exchange
ridge	chew	genealogy	midget
Jane	britches	childish	chest
Jeep	gin	chief	fudge
punch	ageless	ingenuity	joy
chore	pitcher	January	touch





Section 4: Conversation Practice

Read the conversation below. Are there any words you don't understand? Look them up in a dictionary. Practice reading this to yourself. Practice as both speakers. You will practice this conversation with the tutor later. Concentrate on the pronunciation of the individual words.





- George** Did you call about the job?
- Jess** Which job?
- George** The job managing the travel agency.
- Jess** Oh, that job. Yes, I did.
- George** What did you find out?
- Jess** They want someone who graduated from college.
- George** Well you just graduated in June.
- Jess** They're looking for someone who majored in business management.
- George** Didn't you major in management before you changed your major to psychology?
- Jess** Actually, I didn't change majors. I had a double major – I majored in management and psychology.
- George** If you get the position, would you arrange travel for individuals? Or would you just do tour packages?
- Jess** Oh, I'd make all kinds of travel arrangements. They want someone who's energetic and enjoys challenges.
- George** That's you!





Section 5: Student Self-Assessment

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can hear the difference between <i>ch</i> and <i>j</i> .				
I can identify the differences in mouth movement for <i>ch</i> and <i>j</i> .				
I can correctly pronounce words with <i>ch</i> and <i>j</i> most of the time.				

Here are some words/phrases I need to practice.

Good job!

Now go to the LLC ESL Tutoring Website

www.mtsac.edu/llc/passportrewards/llctutoring

to make an appointment to see a tutor.

Optional in-lab practice

Go to "American Speech Sounds" on an LLC computer (Building 77, Room 1005). You can work more on your pronunciation of CH and J. Click on "Speech Sounds" and then select CH or J.








Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. You may also ask the tutor any questions you might have.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
Content	Learner usually does not provide enough information in answers.	Learner provides all necessary information in answers some of the time.	Learner provides <u>extra</u> information in answers most of the time.
Skill: <i>îr / ûr</i> (IPA [ʒr/ʒr])	Learner usually cannot hear and speak the target sounds correctly.	Learner can hear and speak the target sounds correctly some of the time.	Learner can hear and speak the target sounds correctly most of the time.
Overall Pronunciation	Learner’s speaking is unclear and often requires listener effort.	Learner’s speaking is generally clear but requires listener effort sometimes.	Learner’s speaking is clear and smooth and requires a little listener effort.

*Students must receive at least 10 points to move on

Possible Points: _____ / 15

Tutor Comments:

Congratulations! Keep going.

You have successfully completed this SDLA and are ready to continue to the next.

Work on this more.

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: _____

Date: _____

