

Language Learning Center

Self-Directed Learning Activities

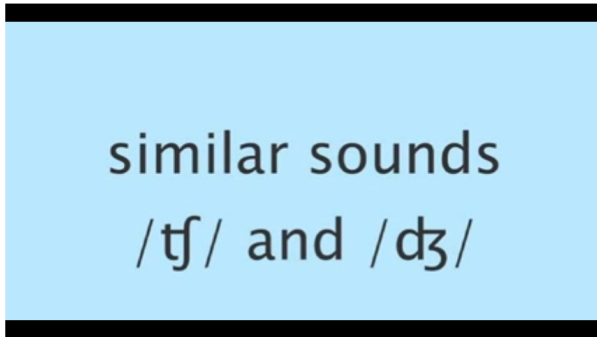


P14. Consonants: ch/j [IPA (tʃ/dʒ)] ex, cheap vs jeep

Student Name: _____ Student ID Number: _____

Instructor: _____ Level/Class: _____ Date: _____

For listening and video links, go to Tinyurl <https://tinyurl.com/SDLA-Pronunciation>. Find your SDLA number on the left and all the resources to finish your SDLA will be on the right.



Voiceless consonant 3 /tʃ/

Section 0: New Information

Watch this video at <https://tinyurl.com/P14Section0Video>.

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.

Place a **V** (voiced) or **∇** (voiceless) to indicate which words below are voiced and voiceless.

choke	joke	junk	chunk
lunge	search	surge	lunch

Listen to the following sentences online and write the words you hear to complete the sentences. The words will come from the words 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. While you listen, **circle 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.

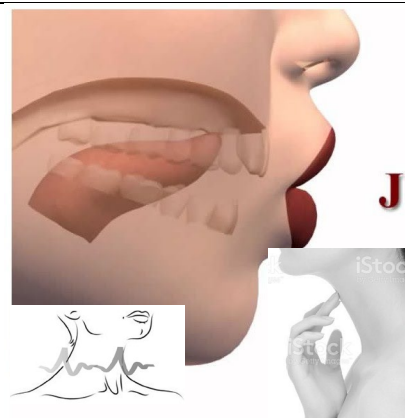
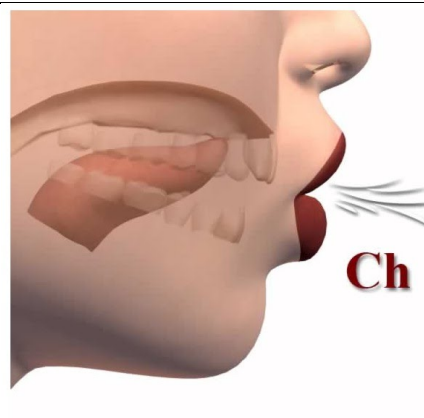
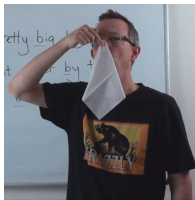


Optional: Record the correct sentences a second time. Listen with your eyes closed. You can ask a friend to listen with their eyes closed. Can they understand every word? Write down which ones your friend could not understand. Practice those words more.

Section 3: Senses

Ch and J are affricates. This means that these sounds begin by moving the tongue to create a small/constricted 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 ridge Jane Jeep punch chore jive chew britches gin ageless pitcher edge
 genealogy childish chief ingenuity January exchange midget chest

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

Now that you've completed sections 1 through 4, rate how well you can do the following. Put an "X" in the box matching your self-assessment. This will help the tutor assist you better.

	I can't do this YET.	I can do this WITH some help.	I think I usually can do this WITHOUT help.	I can TEACH this to a classmate.
I can hear the difference between ch and j .				
I can identify the differences in mouth movement for ch and j .				
I know some words I need to keep practicing.				

***Congratulations!** Now you can write your name on the door to work with a tutor. The tutor will call your name when he/she is ready.*



Optional while you wait for a tutor:

Check out an iPad from the front desk. Go to the American English app and complete Lessons 5 and 6 under "Unit 6: Consonants: Stops".

Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to them. To make sure you understand this activity, the tutor will review your answers and recordings with you. They will also help you practice the conversation in Section 4. After you have finished, the tutor will provide you with feedback in the following areas:

Area of Focus	1 Point	3 Points	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: ch and j	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.

Total points: /15

***Students must receive at least 10 points to move on.**

Tutor Recommendations:

Congratulations! Move on

Student has successfully completed this SDLA and is ready to continue to the another SDLA.

Repeat

Student hasn't yet mastered this SDLA. It is recommended that the student complete it again.

Tutor Signature: _____

Date: _____