

## **/ð/ and /θ/ Exercises**

Focus: Producing the /ð/ and /θ/ sounds correctly.

- Ask students when their birthdays are.  
When's your birthday?  
The ninth of March.

Idea from Peter Avery and Susan Ehrlich's Teaching American English Pronunciation (1992) Oxford University Press.

- Tongue twisters:

Those three thugs think that they threw their things there.

Thirteen thick throws thrown there with the other things.

Tongue twister from Peter Avery and Susan Ehrlich's Teaching American English Pronunciation (1992) Oxford University Press.

- Sentence creation:

Write the longest sentence you can, using words that contain the /ð/ and the /θ/ sounds. Read it out loud to your friends. Meanwhile, have your friends count the words with the /ð/ and the /θ/ sounds. Who's got the sentence with the most words containing the /ð/ and /θ/?

An idea by Tanyaporn Arya

## The Shoo Choo Train Chant

Tanyaporn Arya

How it goes:

1. Sit in a circle and clap together in a rhythm. Start with clapping twice on your thighs, then once with hands together.
2. One person starts reading the first word and continues to push out air if the consonant is a /s/ or /ʃ/ fricative until the next person begins reading his/her word.
3. Make sure to stop airflow abruptly when it's an affricate /tʃ/.
4. Make sure the words are read with the correct stress and follow the beat.

Focus:

1. Stress
2. The fricatives /s/ and /ʃ/
3. The affricate /tʃ/
4. Pronouncing borrowed words correctly
5. Expanding vocabulary

Read with rhythm; go along with the beat:

Danish - ships - spinach - children - niche - chino - ostrich - church - chops -  
 sushi - itch - chase - sash - shish kebab - bash - chalet -Yiddish - shoulder - rush  
 - shack - conscious - station - noxious -sachet - Asia - usher - ration - national -  
 luscious - such - cello -ocean - nature - rational - lush - shopper - rich - cheap -  
 peach -cheddar - racial - lunch - chili - initial - leather - wrath - the - end!

## **Tongue Twister /sh/ vs. /ch/**

Tanyaporn Arya

Sheena chopped fishy anchovies and chewy chicken and put the chunks in her clam chowder. She added some shells, chives, and sugar, finished slurping the soup with a shiny spoon and spilled some on her newly chosen shoes.

### **Expectations**

At the Pronunciation Clinic, it would be a thrill to see students learn and take interest in things other than just pronunciation, e.g., culture, vocabulary, everyday expressions, idioms, slang, and some grammar points. It is hoped that they would develop a positive attitude toward learning English. It is also anticipated that they would use the techniques introduced in the pronunciation

clinic to gradually improve their pronunciation, that they would develop a habit of self-monitoring their pronunciation, and most importantly, that they would acquire greater confidence in speaking. Finally, it is hoped that Pronunciation Clinics or similar programs would be organized for the benefit of our students who will undoubtedly be exposed more and more to the English language.

### References

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