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| **Pronunciation Practice:**  /**t/ and /d/** | |
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| |  |  |  | | --- | --- | --- | | **Symbol** | **Examples** | **Pronouncing the Sound** | | /t/  /d/ | **t**ime, hi**t**, **t**ie, af**t**er  **d**ime, hi**d**, **d**ie, la**d**y | For both sounds: air is blocked when the tongue is placed against the bump just behind your top front teeth. Air is then released. /t/ is unvoiced and /d/ is voiced. When these sounds occur at the end of a word, they are not strongly pronounced. Rather, they are distinguished by the length of the preceding vowel. Before voiced consonants, vowels are almost double in length. Ex. h**it** h**id** | | |

*A. Contrast /t/ with /d/.*

*1. Listen and repeat.*

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|  | /t/ | /d/ |
| A. | to | do |
| B. | wet | wed |
| C. | latter | ladder |
| D. | hit | hid |
| E. | boot | booed |
| F. | let | led |
| G. | shutter | shudder |
| H. | tennis | Dennis |
| I. | heart | hard |
| J. | mate | made/maid |

*2. The teacher will say one word from each pair. Circle the words you hear.*

*3. Work with a partner. Your partner will say one word from each pair. Circle the word you hear, then switch roles and repeat the exercise.*

*B. Fill in the chart with words beginning with /t/ and /d/. Work with a partner to practice pronouncing the words you select.*

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|  | **Animals** | **Countries** | **Cities** | **Hobbies & Activities** |
| /t/ |  |  |  |  |
| /d/ |  |  |  |  |