

Pronunciation activities part 2

by Adrian Tennant

Sound matters: /j/ and /dʒ/

Level: All

Target age: Adults and teenagers

Time needed: 30-45 minutes

Summary: This lesson focuses on the distinction between the two phonemes /j/ and /dʒ/

Exercise 1

1. On the board write up the following two words: *jet* /dʒet/ and *yet* /jet/.
2. Ask a few students to pronounce the two words.
3. If you need to, model the words and make sure students can hear the difference.
4. Explain that you will play a recording with seven sentences. The students' task is to listen and decide which word they hear.
5. Get students to read the seven sentences on the worksheet.
6. Play the recording and get students to circle the word they hear.
7. Put students in pairs and have them check.

Key:

1. *yobs*; 2. *yams*; 3. *jail*; 4. *jet*; 5. *use*;
6. *year*; 7. *joke*

8. Play the recording again, pausing after each sentence.
9. Have the students repeat the sentences they hear.
10. If necessary, drill each sentence to clarify the pronunciation.

Audioscript:

Listen and circle the word you hear in each sentence.

1. *Why is it that yobs are still in the news?*
2. *When I was in South America I ate lots of different yams.*
3. *My brother went to jail for three years.*
4. *Have you seen her jet?*
5. *How much use can you get out of this?*
6. *Every year is something new.*
7. *One joke is quite enough.*

Exercise 2

1. Ask students to look at each set of words.
2. Play the recording and ask students to underline the /j/ or /dʒ/ sound in each word.
3. Play the recording again and ask students to circle the word in each group that has a different sound from the other two words.
4. Check in pairs and then as a class.
5. Finally, students practise saying each word.

Key:

1. *c) jump*; 2. *b) use*; 3. *a) Europe*; 4. *c) enjoy*;
5. *a) suggestion*; 6. *b) stupid*; 7. *c) geography*;
8. *b) jeans*

Exercise 3

1. Ask students to read the tongue twister while you play the recording.
2. Play the recording again, stopping after each line, and ask students to repeat what they hear.
3. Ask students to say the tongue twister.
4. Play the recording again with the students saying it at the same time.

Audioscript:

*Yesterday, Yolanda Jones made onion jelly.
Her younger sister thought it was jam.
Just imagine, her stupid sister enjoyed the
strange taste,
And now eats onion jelly just for fun.*

Sound tennis

1. Demonstrate the game. Say /dʒ/, and students have three seconds to say a word containing that sound. Now say /j/ and again give them three seconds to come up with a word.
2. Put students in pairs.
3. Tell them to take turns challenging their partner by saying a sound and getting their partner to say a word with that sound in it.
4. Students must not repeat words.
5. Monitor, and help when students disagree.

Worksheet

Exercise 1



Listen and circle the word you hear in each sentence.

1. Why is it that jobs/yobs are still in the news?
2. When I was in South America, I ate lots of different jams/yams.
3. My brother went to jail/Yale for three years.
4. Have you seen her jet/yet?
5. How much juice/use can you get out of this?
6. Every jeer/year is something new.
7. One joke/yoke is quite enough.



Listen again and repeat each sentence.

Exercise 2



Listen to the words. Underline the /j/ or /dʒ/ sound in each word. Then circle the word that has a different sound from the other two in each group.

1. a) yes b) yet c) jump
2. a) large b) use c) gradual
3. a) Europe b) journalist c) imagine
4. a) universal b) you c) enjoy
5. a) suggestion b) cube c) tune
6. a) edge b) stupid c) stranger
7. a) Tuesday b) onion c) geography
8. a) year b) jeans c) new

Exercise 3



Yesterday, Yolanda Jones made onion jelly.

Her younger sister thought it was jam.

Just imagine, her stupid sister enjoyed the strange taste,

And now eats onion jelly just for fun!