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Mastering the English th sound is crucial for clear and accurate pronunciation. This guide will help you understanding the English is actually two distinct phonemes: the voiced // and the unvoiced //. These sounds are produced by placing the tip of your tongue between your upper and lower front teeth. Voiced TH Sound // The unvoiced th sound // is produced without vocal cord vibration. It appears in words such as:ThinkThreeMouthBathBreathEnglish TH Sound DiagramCommon Mistakes and How to Avoid ThemMany learners struggle with the th sound, often substituting it with similar sounds from their native language. Here are some common errors and tips to correct them:Substituting /s/ or /z/ for // or //Incorrect: Sink instead of ThinkPractice: Place your tongue between your teeth, not behind them. Using /t/ or /d/ instead of // or //Incorrect: Dat instead of // or //Incorrect: Ensure your tongue visible between your teeth, not hidden behind your lower lip.Effective Practice TechniquesTo improve your th sound pronunciation, try these methods: Mirror Practice: Watch your tongue placement in a mirror as you practice. Tongue Twisters: Use phrases like The thirty-three thieves thought that they thrilled the throne throughout Thursday. Minimal Pairs: Practice words that differ only in the th sound, such as thin vs. sin or they vs. day. Exaggeration: Initially, exaggerate the sound by sticking your tongue out further than necessary. Record and Compare: Record yourself and compare it to native speaker pronunciations. For more general pronunciation tips, check out our article on how to improve English pronunciation. The Importance of Proper TH Sound PronunciationCorrectly pronouncing the th sound is essential for clear communication in English Moreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this sound can significantly improve overall comprehensibilityEnhance confidence in speaking EnglishMoreover, mastering this speaking the speaking English sound more natural and fluent. Phonemic Chart and Commonly Mispronounced WordsHeres a simplified phonemic chart focusing on the th sounds:// (unvoiced): think, three, mouth// (voiced): three, th /tretn/)Booth /bu/ (not /but/)Thyme /tam/ (silent h)Thames /temz/ (pronounced like Tems)Rhythm /rm/ (not /rtm/)Underneath /ndrni/ (not /ndrnit/)Hypothesis /hapss/)Practice these words regularly to improve your th sound pronunciation. TH Sound Practice IllustrationConclusionMastering the English th sound takes time and practice, but its an achievable goal for any language learner. Remember to focus on tongue placement, distinguish between voiced and unvoiced sounds, and practice regularly. With patience and persistence, youll see significant improvement in your pronunciation. For more tips on practicing English sounds at home, visit our guide on how to practice English sounds at home. Keep practicing, and dont hesitate to seek feedback from native speakers or language teachers. Your efforts will pay off in more confident and clearer English communication. Lesson 01: InternationalPhonetic Alphabet (IPA)Lesson 02: WordStress and SyllablesLesson 03: Long Esound (meet, see)Lesson 04: Short ISound(sit, hit)Lesson 05: UH Sound(put, foot)Lesson 06:OO Sound (moon, blue)Lesson 07: Short Esound (pen, bed)Lesson 10: OH Sound (four, store)Lesson 11: Short ASound (turn, learn)Lesson 12: UH Sound (but, luck)Lesson 13: Soft ASound (arm, father)Lesson 14: Long OSound (boat, know)Lesson 15: UH Sound (pen, bed)Lesson 16: UH Sound (four, store)Lesson 17: Short ASound (four, store)Lesson 16: UH Sound (four, store)Lesson 17: UH Sound (four, store)Lesson 18: UH Sound (four, store)Les Long ASound (say, pain, make)Lesson 16: Short OSound (not, off, socks)Lesson 17: Diphthong(a combination of two vowel sounds)Lesson 18: P Sound (cup, punch, pull) and B sound (cup, punch, punch, pull) and B sound (cup, punch, quit, where)Lesson 22: R Sound (red, sorry, write)Lesson 23: H Sound (he, behind, who)Lesson 24: T Sound (sit, box, cats) and Z Soun YConsonant Sound (yes,you, beyond)Lesson 29: CH Sound (China, century, watch) and J Sound (Germany, educate, judge)Lesson 30: THConsonant Sounds voiced TH sound (think,birthday, south)Lesson 31:SH(shop, chef, special) and ZH (usual, massage, Asia)Page 2Lesson 01: International Phonetic Alphabet (IPA)Lesson 02: WordStress and Syllables Lesson 03: Long Esound (meet, see)Lesson 04: Short Esound (pen, bed)Lesson 05: UH Sound (turn, learn) Lesson 10: OH Sound (four, foot) Lesson 10: OH Sound (fo store)Lesson 11: Short ASound (cat, fat)Lesson 12: UH Sound (but, luck)Lesson 13: Soft ASound (arm, father)Lesson 14: Long OSound (boat,know)Lesson 15: Long ASound (say, pain, make)Lesson 16: Short OSound (not, off, socks)Lesson 17: Diphthong(a combination of two vowel sounds)Lesson 18: P Sound(cup, punch, pull) and B sound (cub, bunch, bunch, pull) and B sound (cub, bu bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (four, lift, graph, tough) and V Sound (love, knives, grave, vine)Lesson 22: R Sound (love, knives, grave, vine)Lesson 22: R Sound (love, knives, grave, vine)Lesson 23: H Sound (love, knives, grave, vine)Lesson 24: T Sound (love, knives, grave, vine)Lesson 25: S Sound (sit, box, cats) and Z Sound (zip, buzz, boys)Lesson 26: K Sound (kid, talk, black) and G Sound (go, big, dog)Lesson 27: L Sound: (China, century, watch) and J Sound (Germany, educate, judge)Lesson 28: YConsonant Sound (yes, you, beyond)Lesson 29: CH Sound (China, century, watch) and J Sound (Germany, educate, judge)Lesson 29: CH Sound (yes, you, beyond)Lesson 29: CH Sound (China, century, watch) and J Sound (Germany, educate, judge)Lesson 29: CH Sound (yes, you, beyond)Lesson 29: CH Sound (yes, you, beyon voiceless(unvoiced) TH sound (think,birthday, south)Lesson 31:SH(shop, chef, special) and ZH (usual, massage, Asia)Page 3 PreviousLesson | Listof Lessons | NextLesson Most letters in Englishdo not have just one sound. Tand Double T (TT) are pronounced in three different ways. The letter T can also be silent. How do you pronounce these? In this lesson, youwill learn rules to help youpronounce the T and TTsounds in American English. ClickHere for Step-by-Step Rules, Stories and Exercises to Practice All English TensesTosound like a native speaker, it is important to know that there are afew different ways to make the T sound in English. In this lesson, westudied the true T and Dsounds: Tand D sounds. The true T sound (also known as hard T) is found in words such as top, hat, late, and toy. (The true T sound.) Tand Double T (TT) can also be pronounced as a Dsound and a glottal stop (the sound so the regular T sound.) Tand Double T (TT) can also be pronounced as a Dsound and a glottal stop (the sound so the regular T sound.) Tand Double T (TT) can also be pronounced as a Dsound and a glottal stop (the sound so the regular T sound.) 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Consonant clusters at the endof a word or syllable CTFTLTSTPTNTIn the past tense, D sounds like T In the English past tense, D is pronounced like T when it is after an unvoiced consonant sound (f, p, s, k, th, sh, ch,butnot T). Unvoiced or voiceless consonant sounds are sounds that are not made with the vocal cords. Instead, they are made using a puffof air. jumped = jumptwashed = washtlaughed = laftplaced = placetlocked = loktwatched = washtlaughed = loktwa TT are pronounced as a D sound. You can review the D sounds or diphthongsounds, pronounce T or TT as D.daughter = deadh-dercomputer = com-pu-dersettle = se-dlebottle = bo-dlewater = hea-derletter = le-derT and TT canalso be pronounced as a D when the T sound comes at the end of a word and thenext word starts with a vowel sound (a, e, i, o, u). Example: What a good idea. = D sound(Pud-id-away!) Note: The use of the Dor true T sounds can vary from person to person and by region. Native speakers do not usually study these rules. It is just theirnatural way of speaking. You will find exceptions to every rule! Aglottal stop (or stop consonant) is made when the flow of air throughyour mouth is stopped by either your tongue or your lips. This causes abuild-up of air. When the air is released, it makes a small, explosivesound. ("Glottal" means produced by the glottis. And a glottis is the vocal cords in your throat and the opening between them.) The P and B sounds, and K and G sounds are all stop consonants. See this video lesson about the glottal stop: The T sound is pronounced as a glottal stop. silent T by most nativespeakers. Some of these words are borrowed from other languages and theT is not pronounced (ballet => French). The T is silent in these words are pronounced with a silentT by native speakers when they are speaking fast. The use of a silentT can also sometimes depend on accent andregion (where somebody lives). Have you finished this lesson? Don't worry if you don't get it all right the first time. Review and practice! Here is an example practice. Read the following dialogue aloud: By submitting your email, you consent to receiving updates and newsletters from us and to the sharing of your personal data with third parties for the purposes of sending you communications. We will not spam you. You can unsubscribe at any time. For more information, please see our privacy policy. Please share this page with others: If you are reading this lesson, then you know the time has come, the time so many English learners dread: Learning the th sounds once and for all! Yes. Plural. The th SOUNDSSSSS. There are TWO th Consonant Sounds?!?You may already know this, but some English learners dont. It comes as a surprise to many of my students, and they often ask me: Unfortunately, like so many questions when it comes to English pronunciation, the answer is: There is no rule. HOWEVER I have noticed this little trick that might help you recognize the two th sounds. It all comes down to WHICH letter you replace the sounds with if/when you dont know how or find them difficult to produce. Here is what I mean: The voiced th sound //, as in the word mother /m/ is often replaced with these sounds by non-native speakers (and may even be used in some native dialects): v - muh - ver/mv/d - muh - ver/mv/dvoiced this often replaced with the voiced consonants v, d, and z, while the unvoiced this often replaced with the unvoiced consonants f, t, and s. So, if you were looking for the magical formula well Dorothy, click your ruby slippers together because the secret has been with you all along! You probably already intuitively know the difference, you just didnt know that you knew what you knew, you know? So that still leaves us with this burning question: HOW do you make the th sounds? For that part of this lesson I have this video to demonstrate exactly how to produce the th sounds? For that part of this lesson I have this video to demonstrate exactly how to produce the th sounds? For that part of this lesson I have this video to demonstrate exactly how to produce the the consonants along with example words and sentences to show you how to produce the the consonants along with example words. watching this English lesson on how to pronounce the th sounds, you have a clearer understanding of the differences between the voiced and unvoiced th and are better able to produce those sounds. For additional practice with the voiced th sound, I would also suggest repeating these two tongue twisters/ vocal warm-ups regularly: If you found any part of this lesson confusing or hard to understand, let me know! Im constantly looking for ways to better teach and explain things, and would love to hear your feedback and questions. The problem many English learners have when pronouncing the TH sounds is twofold. We cannot pronounce the TH sounds correctly if one or both of the following is true: the tongue remains inside the mouthtongue tip is pressed against the teeth resulting in /t/ or /d/ instead of the front teeth, creating a /z/ sound instead of the th. Do you need some tips to correct your pronunciation? If so, one of the following methods should help you: Tips for pronouncing (and linking!) the TH sounds correctly:TIP 1: Try pronouncing the N sound, but with your tongue from that position (allowingair to pass) to create the th sound. Dont allow for a break between N and TH. This exercise can also be helpful because you will very often have to pronounce the th sounds in combinations like you see below. Start with the single word and then add the TH word. IN THEREON ON THEMIN IN THATIN IN THATIN IN THATIN IN THOUGHTTIP 2: Try pronouncing a T sound (but with the tongue just below the front teeth, not behind) and then relax your tongue from that position (allowing air to pass) to create the TH sound. Again, dont allow a break between T and TH.AT AT THEIT IT THINKSAT AT THOSE The 2 TH Soundsso why have we been speaking of the th sounds in plural? Did you know there are 2 distinct th sounds the younds a preak between T and TH.AT AT THEIT IT THINKSAT AT THOSE The 2 TH Sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct th sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know there are 2 distinct the sounds in plural? Did you know the sounds in plural? Di vibration from your vocal chords it involves only passing air through your teethIf you speak Spanish, you may find the example of Spains theta sound helpful. Beginning //thanksthirtyEnd //breathbathMiddle //nothingetherLets try a voiceless th combination: Thanks for nothing, Heath! The hard th, whose phonetic symbol is //, is the voiced. You should keep that same mouth position as the soft th, but now use your vocal cords to produce a sound that vibrates at the tip of your tongue and the front teeth. You want to use a bit more tension in your tongue and the front teeth. You want to use a bit more tension in your tongue and the front teeth. myth, mouth, mouthful, bath, truthful, throw, etc. when followed by a silent e, this voiced. Ex. in the article the and in the words this, that, these, those, then, than, they, them, their, there, therefore, at the beginning of most other words, this unvoiced: thunder, theatre, think, etc. Minimal Pairs Common Confusions with TH: /d/ vs. // Breed breatheDale theylDoe thoughDoze thoseDay theyDare theirDen themUdder otherWordy worthy /t/ vs. // Boat bothTank thankFate faithFort forthTaught thoughTrash thrashNeed help?Do you need some feedback to determine if youre on the right track? To learn more about English pronunciation and practice it in conversation, join SpeakUp, a dynamic program that engages you in authentic conversations on relevant topics and provides you with feedback from a professional and experienced English teacher. The first week is free for you to try it out! The 'voiced th'//and 'unvoiced th'//sounds are the only pair of English sounds that share a single, common spelling. For that reason, the 'th sounds' are presented together in this ESL/ELL pronunciation lesson. With the exception of being voiced or unvoiced, the //and //are nearly identical; the tip of the tongue is placed behind the top front teeth. The friction occurs between the tip of the tongue and the top front teeth. Subtle friction may also occur between the top of the front of the tongue and the top front teeth. While this method will produce the correct sound, it often creates difficulties transitioning to and from other sounds. This is because the tongue needs to be so much further forward when between the front teeth as compared to behind the top front teeth. The 'th sounds' are continuous consonants, meaning that they should be capable of being held for a few seconds with even and smooth pronunciation for the entire duration. Because the sounds are fricatives, the majority of the sounds one of the following categories: voiced or unvoiced. A learners understanding of the difference between these two groups of sounds can increase their accuracy of pronunciation, reading and spelling. Of course, for the learner to grasp this distinction, it is imperative that their teachers understand it first. Recently, Phonics Hero asked 148 of their blog readers, Is the /th/ in moth voiced or unvoiced? Just over half of the respondents answered correctly. Clearly, its time we explained the difference! In this blog post, youll learn how voiced and unvoiced sounds are made, how to identify which sounds belong in which category and the reading and spelling rules affected by the category they are in. And to help you put your newly gained knowledge into practice, youll also find a list of activities that teachers can use to help develop the ability to identify voiced and unvoiced sounds for the purpose of reading and spelling. Differences Between Voiced and unvoiced sounds for the purpose of reading and spelling. Differences Between Voiced and unvoiced sounds for the purpose of reading and spelling. Differences Between Voiced and Unvoiced sounds for the purpose of reading and spelling. folds of muscle and tendons, often called the vocal cords, project inwards from the sides of the larynx. The air passes between these two folds. If the folds are closed, the air may be forced to vibrate. This creates a buzzing or humming sensation in the throat. Students need to understand that they use their voice box (as well as their mouth) to make voiced sound is made when air from the lungs flows freely to the mouth where the sound is changed by the action of the lips, tongue and teeth. The vocal cords remain apart, in an open position, so there are no vibrations in the throat. There is just a push of air that might sound like a whisper. Testing if a sound is voiced or not. An easy way to determine whether a sound is voiced or not is to do the Voice Box check place a finger or the palm of your hand over your Adams apple, the bump at the front of your throat (as seen in the image above). This is the cartilage that covers the front of your vocal cords. If you feel a vibration, the sound is a voiced one. If you do not, it is unvoiced. If a student struggles to feel voice box vibrations, suggest putting a hand over each ear and listening for the vibration, is aspiration. Ask students to hold a hand in front of their mouth and switch between pronouncing, for example, /p/ and /b/. The sound that releases the greater push of air onto their hand is the unvoiced sound. Alternatively use a piece of paper in front of the mouth to practise. The paper will not move with a voiced sound but with an unvoiced sound pronounced like a vowel rather than a consonant. The production of vowel sounds requires little to no restriction of airflow. Diphthongs (where the sound begins as one vowel sound and glides to another vowel sound) are voiced e.g. ow, ou, aw, au, oi and oy. Consonants: Consonants can be either voiced or unvoiced. The voiced consonants are: b, d, g, j, l, m, n, r, v, w, y and z. The digraph ng and the /sz/ heard in treasure are also voiced consonants are f, h, c/k/q (all of which share the same unvoiced sound, /k/), p, s, t, x (pronounced as a combination of two unvoiced consonants). The digraphs /ch/ as in church, /sh/ and /wh/ are also unvoiced. The digraph th can be voiced, as in that or unvoiced as in thing. What about th? Here are 5 rules for determining whether a th should be pronounced as voiced When followed by a silent e, this voiced At the beginning of function words (words with little lexical meaning or ambiguous meaning which serve to express grammatical relationships with other words within a sentence) this voiced At the end of a word or before a consonant, this unvoiced Sound pairs Understanding of voiced At the beginning of words that contain sound pairs, for example, pond and bond. They contain letters that are articulated in the exact same way by the mouth (tongue, lips and teeth) but one makes the vocal cords vibrate and one does not. Both /p/ and /b/ are made by pressing the lips together. Both are made by releasing air from the mouth. They are plosives. The slight difference in sound is the result of voicing. The /p/ sound is voiceless and /b/ is voiced. Changing the voicing changes the meaning. There are several sound pairs like /p/ and /b/ that are very similar except for voicing. Per the image below, we call these voiced and unvoiced pairs or, minimally, sound pairs. The challenge in pronunciation of particular consonant pairs will differ depending on the students mother tongue. In some languages, certain consonant sounds may be softened or closer in sound. Not understanding the difference between voiced and unvoiced sounds (sometimes resulting in failure to articulate the sounds accurately) can reduce reading and/or spelling accuracy. For example, a student who says the voiced /b/ for /p/ might read park as bark. If a student is whispering the sounds in a word to determine the correct spelling, it is possible that the vocal cords wont vibrate, even on the voiced sounds, so you might see frog written as frock. A student who knows how a sound feels is more likely to select the correct spelling representation, for example: Do I write whent or went? The win went is voiced, so I should select the w. Plurals and past tense Understanding the difference between voiced and unvoiced consonants is also beneficial when learning the spelling rules or reading pronunciation for plurals and past tense. Rule 1: The sound of plural s at the end of a word There is only one consonant that can be either voiced or unvoiced and that is the plural ending s. The rule is that if a word ends with an unvoiced consonant or vowel, the final s represents /z/, as in chairs. The exception to this rule is when a singular word ends with an unvoiced consonant or vowel, the final s represents /z/, as in chairs. The exception to this rule is when a singular word ends with an unvoiced consonant or vowel, the final s represents /z/, as in chairs. these cases, -es is added to the end of the word. The -es has the /iz/ sound, as in foxes. It is more helpful for a student to do the Voice Box check rather than relying on rote-memorisation of spelling. Rule 2: The sound of past tense ed at the end of a word The past tense suffix ed can represent different sounds depending on whether it follows a voiced or unvoiced sound. After a voiced consonant, such as b, v or l it usually is pronounced /d/ as in fried. After a nunvoiced consonant, it is usually pronounced as id. The e is pronounced e.g. rotted and needed. Note: It can be difficult for some students who have English as an additional language to pronounce some final consonants in English, so they may need extra practice with this skill. Activities for Teaching Voiced and Unvoiced Sounds Work your way through the alphabet asking students to decide if each letter sound is voiced or unvoiced. Start with /a/. Ask the student to use a finger or palm of hand on the Voice Box. Move on to /b/. Ask the students do not add a schwa sound after the target sound as adding the /uh/ vowel will create a vibration). Teach phrases to prompt correct production of voiced consonants e.g. Make it buzz! or Turn your voice on. Say a sound and ask students to repeat the sound. Then ask students to give a thumbs up if the sound is voiced and a nother for unvoiced. You could use picture cards and ask students to think about the initial sound or the final sound of the image. Bonus tip:concentrate on sound pairs such as /t/ and /d/ or words containing the two ways of pronouncing th. Wordwall offers free voiced and have students use those colours when writing sound pairs. Play a game like Metal Mike but change it to where the creature only eats things that begin with a voiced sound. Students decide whether or not to feed a picture card to the creature only eats things that begin with a voiced sound. Students decide whether or not to feed a picture card to the creature only eats things that begin with a voiced sound. Students decide whether or not to feed a picture card to the creature only eats things that begin with a voiced sound. Students decide whether or not to feed a picture card to the creature. each rule (with voiced and unvoiced sounds). While identifying a sound as unvoiced or voiced is probably not one of the skills taught in most teacher training programs, it is an important aspect of phoneme knowledge. Hopefully this blog has helped you to develop a skill you can teach to your students so that they can read and spell with greater accuracy. So, does moth use a voiced or unvoiced th? Author: Shirley HoustonWith a Masters degree in Special Education, Shirley has been teaching children and training teachers in Australia for over 40 years. Working with children with learning difficulties, Shirley champions the importance of teaching phonics systematically and to mastery in mainstream classrooms. If you are interested in Shirleys help as a literacy trainer for your school, drop the team an email on info@phonicshero.com Lesson 03: Long Esound (meet, see) Lesson 04: Short ISound(sit, hit)Lesson 05: UH Sound(put, foot) Lesson 06:OO Sound (moon, blue) Lesson 07: Short Esound (pen, bed) Lesson 08: SchwaSound (the, about) Lesson 19: UR Sound (but, luck) Lesson 10: OH Sound (four, store) Lesson 14: Long OSound (boat, know) Lesson 15: Long ASound (say, pain, make) Lesson 16: OH Sound (moon, blue) Lesson 17: Short Esound (pen, bed) Lesson 18: Long ASound (say, pain, make) Lesson 18: OH Sound (moon, blue) Lesson 18: Long OSound (boat, know) Lesson 18: Long ASound (say, pain, make) Lesson 18: Long OSound (boat, know) Lesson 18: Long OSound (boat, know) Lesson 18: Long ASound (say, pain, make) Lesson 18: Long OSound (boat, know) Lesson 16: Short OSound (not, off, socks)Lesson 17: Diphthong(a combination of two vowel sounds)Lesson 18: P Sound (cup, punch, pull) and B sound (cub, bunch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (red, punch, pull) and B sound (cub, bunch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 1 sorry, write)Lesson 23: H Sound (he, behind, who)Lesson 24: T Sound (top, it, later) and D Sound (go, big, dog)Lesson 25: S Sound (sit, box, cats) and Z Sound (sit, box, cats) and Z Sound (lall, like, English)Lesson 28: YConsonant Sound (yes, you, beyond)Lesson 25: S Sound (sit, box, cats) and D Sound (si SyllablesLesson 03: Long Esound (meet,see)Lesson 04: Short ISound(sit,hit)Lesson 05: UH Sound(put, foot)Lesson 09: UR Sound (moon,blue)Lesson 10: OH Sound (four, store)Lesson 11: Short ASound (cat, fat)Lesson 12: UH Sound (but, foot)Lesson 09: UR Sound (moon,blue)Lesson 10: OH Sound (four, store)Lesson 11: Short ASound (cat, fat)Lesson 12: UH Sound (but, foot)Lesson 10: OH Sound (four, store)Lesson 10: OH Sound (four, fat)Lesson 1 luck)Lesson 13: Soft ASound (arm, father)Lesson 14: Long OSound (boat,know)Lesson 15: Long ASound (say, pain, make)Lesson 16: Short OSound (cup, punch, pull) and B sound (cub, bunch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (cup, punch, pull) and B sound (cup, punch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (cup, punch, pull) and B sound (cup, punch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (cup, punch, pull) and B sound (cup, punch, bull)Lesson 19: The NasalSounds (M, N, NG)Lesson 20: F Sound (cup, punch, pull) and B sound (cup, punch, punch (four, lift, graph, tough) and V Sound (love, knives, grave, vine)Lesson 21: W Sound (wow, quit, where)Lesson 22: R Sound (red, sorry, write)Lesson 25: S Sound (sit, box, cats) and Z Sound (zip, buzz, boys)Lesson 26: K Sound (kid, talk, black) and G Sound (go, big, dog)Lesson 27: L Sound:Light L & Dark L (tall,like, English)Lesson 28: YConsonant Sound (yes,you, beyond)Lesson 29: CH Sound (China, century, watch) and J Sou 31:SH(shop, chef, special) and ZH (usual, massage, Asia)Page 3 PreviousLesson | Listof Lessons | NextLesson Most letters in Englishdo not have just one sound. Tand Double T (TT) are pronounced in three different ways. The letter T can also be silent. How do you pronounce these? In this lesson, youwill learn rules to help youpronounce the T and TTsounds in American English. ClickHere for Step-by-Step Rules, Stories and Exercises to Practice All English TensesTosound like a native speaker, it is important to know that there are afew different ways to make the T sound (also known as hard T) is found in words such as top, hat, late, and toy. (The true T sound is simply the regular T sound.) T and Double T (TT) can also be pronounced as a Dsound and a glottal stop (the sound you hear in the middle of uh-oh.) There are four basic rules for the T sound. Earn the rules for these sounds! The true T sound is simply the regular T sound heard in words like top and it. You make the True Tsound when T or Double T (TT) is at the beginning of a word or at thebeginning of a word or at thebeginning of a word or at thebeginning = 3 syllable (be-gin-ning) A stressed syllable is a word or part of a word or part o a word that is pronounced slightly louder and longer than the rest of the word. Use a dictionary to find the stressed syllable.attack(a-tack)tattoo (ta-too)pretend(pre-tend)italics(i-tal-ics)You also make the true Tsound when the T sound is part of a consonant cluster. A consonant cluster is a group of consonants without a vowel. A consonant is any letter in the alphabet except the vowels. English vowels are a, e, i, o, and u. Consonant clusters at the beginning of a word ST-starstaplestart STR- TR-Consonant clusters at the endof a word or syllable CTFTLTSTPTNTIn the past tense, D sounds like T in the English past tense, D is pronounced like T when it is after an unvoiced consonant sound (f, p, s, k, th, sh, ch, butnot T). Unvoiced or voiceless consonant sounds are sounds that are not made with the vocal cords. Instead, they are made using a puffof air. jumped = jumptwashed = washtlaughed = laftplaced = placetlocked = loktwatched = washtlaughed = laftplaced = loktwatched = washtlaughed = washtlaughed = loktwatched = washtlaughed = sound here: Tand D Sounds. When T or TT comes between twovowel sounds or diphthongsounds, pronounce T or TT as D.daughter = daugh-dercomputer = com-pu-dersettle = se-dlebottle = bo-dlewater = wa-derheater = hea-derletter = le-derT and TT canalso be pronouncedas a D when the T sound comes at the end of a word and thenext word starts with a vowel sound (a, e, i, o, u). Example: What a good idea. Bound(Pud-id-away!) Note: The use of the Dor true T sounds can vary from person to person and by region. Native speakers do not usually study these rules. It is just theirnatural way of speaking. You will find exceptions to every rule! Aglottal stop (or stop consonant) is made when the flow of air throughyour mouth is stopped by either your tongue or your lips. This causes abuild-up of air. When the air is released, it makes a small, explosivesound ("Glottal" means produced by the glottis. And a glottis is the vocal cords in your throat and the opening between them.) The P and B sounds, T and D sounds, and K and G sounds are all stop consonants. See this video lesson about the glottal stop: The T sound is pronounced as a glottal stop when it is between a vowel sound, not resound and followed by an n,m, or Isound. vowel, N, R sound==>> T or TT ==>> N, M, L soundpartnertightenfitnesscertaincurtainSometimes a T is silent. This means that you do not pronounce the T in these words. There are noreal rules for these words are somebody lives). Have you finished this lesson? Don't worry if you don't get it all right the first time. Review and practice! Here is an example practice from us and to the sharing of your personal data with third parties for the purposes of sending you communications. We will not spam you. You can unsubscribe at any time. For more information, please see our privacy policy. Please share this page with others: As in the other cases in which consonants are arranged in pairs (see table 2), // and // share manner and place of articulation and differ in voicing (// is voiceless and // is voiced). equivalent and tends to cause more trouble. Many Spanish speakers produceit just as a plosive /d/, which is not. Learning to do it well, however, isquite a simple task. Another problem is that, since both// and // are spelled as th, its difficult to say for sure when to use one or the other. Although there are no hard and fast rules about that, some very useful guidelines can be given. Lets start by listening to these sentences: Think about this./k//s/Thats a thought./t/ /t/They thank you very much./e/ /k/Breathe a normal breath./bri/ /bre/ (dental, fricative, voiceless) Spelling: th (thief, breath) The phoneme // is very well known to speakers of Peninsular Spanish. Its the same used in words like zapato, zona cima o cenar. Listen to this contrast: thunder zapato theatre cima thoughtful zona For those who do not count// among the sounds of their mother tongue behind your upper teeth or, in a more careful pronunciation, slightly protruding between them. Then let the air pass and youll hear the hissing fricative noise that constitutes the //.And here is an example of the // sound produced by a native speaker of English (none other than the writer Julian Barnes reading from his novel Arthur & George):No, I do not think you are innocent, I do not believe you are innocent, I know you are innocent (Julian Barnes, Kusp). (dental, fricative, voiced)Spelling: th, the (that, breathe)The phoneme // doesnt exist in Spanish as such, but it isnt a difficult sound. Its the voiced counterpart of//, so it is produced in the same place an manner, with the tongue behind the upper teeth or, in a more careful pronunciation, between the upper and the bottom teeth. As in similar cases, our first attempt at this soundwill involve two steps. First, saythe voiceless version of the phoneme, //. Second, add the voicing. Like this:From// to// Heres a good example of the// sound, in the voice of actor Jeremy Irons. One knows that although youre always very sorry to lose what is being cut (Jeremy Irons, BBC4). I said that the phoneme // doesnt exist as such in Spanish. However, as Spanish speakers, we actually do producethe sound/inadvertently in some contexts, that is, as an allophone. This basically occurs in two situations: 1. When we pronounce the letter d between vowels (todo, ido, miedo, etc.); 2. When it is final (libertad, amad). Lets have a look at it.Listen and repeat:dedo de madera Each example has two letters d. If you listen carefully to yourself and, even more important, if you feel whats happening in your mouth, youll notice that, in each case, the firstd (dedo, de madera) is different from the second d (dedo, de madera). In Spanish, when the letter d comes at the beginning of a word it is a plosivesound and the tip of the tongue is locateda bit higher (against the place where the teeth are inserted into the alveoles). On the other hand, when d comes between vowels it isfricative and the tongue is placed lower (against the bottom part of your upper teeth or between the twosets of teeth, that is, in an interdental position). And why is all this so important? Because this intervocalicsound you do hundreds of times a day in Spanish is the one you have to produce in English to say words such as they, those, that, although, etc. What is more, you do it also when the letter d comes at the end of words and its followed by a pause libertad corredSo, the conclusion is that, if you can do it in Spanish, you can do it in English too. Remember: its only a matter of lowering your tongue a little bit and let the air pass gently. Listen to the difference between//, //and /d/. Those things do provide a kind of philosophical programme (Jonathan Bate, BBC4). This is the type of work I do with my students in my one-to-one classes. I make them practise these processes with exercises until they improve their comprehension of native speakers and are capable of speaking like that themselves. If you are interested in my classes, you can contact me here. And where do they go? One of the problems we face with// and // is that they share spelling (always the diagraph th), so its difficult to say which phoneme goes where. There are, however, some useful quidelines: At the beginning of words, this usually pronounced as// when its a function word (determiner, conjunction, pronoun, etc.). E.g. that, those, them, though. Lexical words (nouns, verbs, adjectives and adverbs) beginning with th, instead, are normally pronounce with//. E.g. think, thorn, thumb, thorough. At the end of words, //is very likely to occur in verbs, very often -but not always- followed by e. E.g. to interesting pairs: mouth (noun,/ma/) mouth (verb/ma/). Shut your mouth! Youre just mouthing platitudes! In some cases, this pronounced just as /t/: Thames, Thomas, thyme, Thailand. Previous Next The spelling th commonly produces 2 sounds in English pronunciation // and //. Both are fricatives and made with the tongue behind the teeth: // is voiceless, it is made only with air, whereas // is voiced; it is made with vibration of the vocal cords. Some examples of words with each sound are://thinkbathauthormonth//thethisotheralthoughSome words spelt with th have voicedess // in noun form, but voiced // in other forms: // // breath (n) bathe (v) cloth (n) bathe (v) cloth (n) clothe (v) worth (n/adj) worthy (adj)Not all words spelt are pronounced with dental fricatives. Some are pronounced with /t/:Thames /tmz/ thyme /tm/ Thomas /tms/Download the bestselling course book today!