

Teen and ty introduction



1 Listen for the ending: strong TEEN, soft TY

Say a pair slowly and clearly with deliberate stress — “thirteen, thirty.” Students repeat both. Ask what is different about how they feel in the mouth, and where the stress lands.

“Say thirteen slowly. Now thirty. What is different? Where is the stress?”

Name the acoustic cue — thirteen has the TEEN at the end and it is strong; thirty has the TY at the end and it is soft. That is what to listen for.

“Thirteen — the TEEN is strong at the end. Thirty — the TY is soft at the end. That is the difference to listen for.”

Check the value — which is bigger, thirteen or thirty, and by how much? Thirteen is a teen, near ten; thirty is three tens.

“Which is bigger — thirteen or thirty? How much bigger? Thirteen is near ten; thirty is three tens.”

Run all the pairs slowly — fourteen/forty, fifteen/fifty, sixteen/sixty, seventeen/seventy, eighteen/eighty, nineteen/ninety — listening for the ending each time.

“Fourteen, forty. Fifteen, fifty. Listen for the ending each time — strong TEEN, soft TY.”

Give a strategy for when unsure — say the number back to check, or use what makes sense from the context.

“If you are not sure, say it back to check. Or use what makes sense — ‘thirteen years old,’ not ‘thirty.’”

Teen and ty — number card pairs (display)



Print on A4 (enlarge to A3). Each card shows the digit and the word, with the ending underlined — the strong -teen against the soft -ty. Hold up the card and say it slowly.

13

thirteen

30

thirty

14

fourteen

40

forty

15

fifteen

50

fifty

16

sixteen

60

sixty

17

seventteen

70

seventy

18

eightteen

80

eighty

19

nineten

90

ninety