



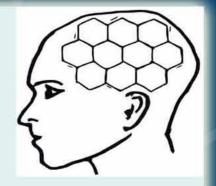


# Pronunciation: muscle, mind, meaning, memory

Mark Hancock



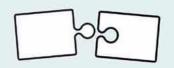
2 Mind



FEEL IT!



THINK IT!



**3** Meaning



**4** Memory

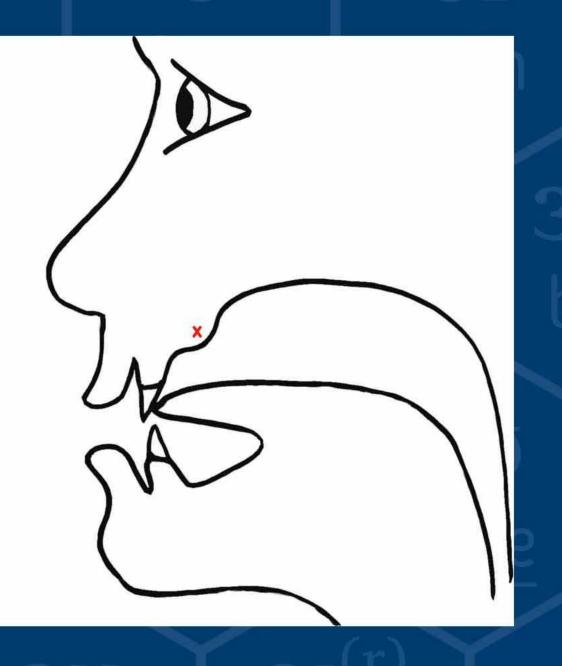


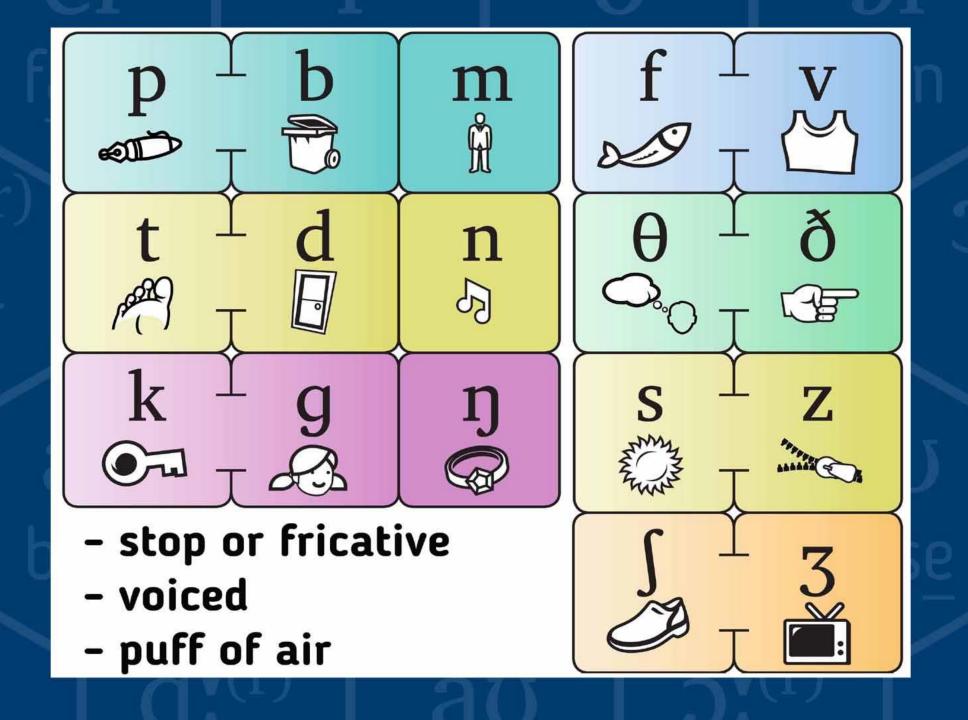


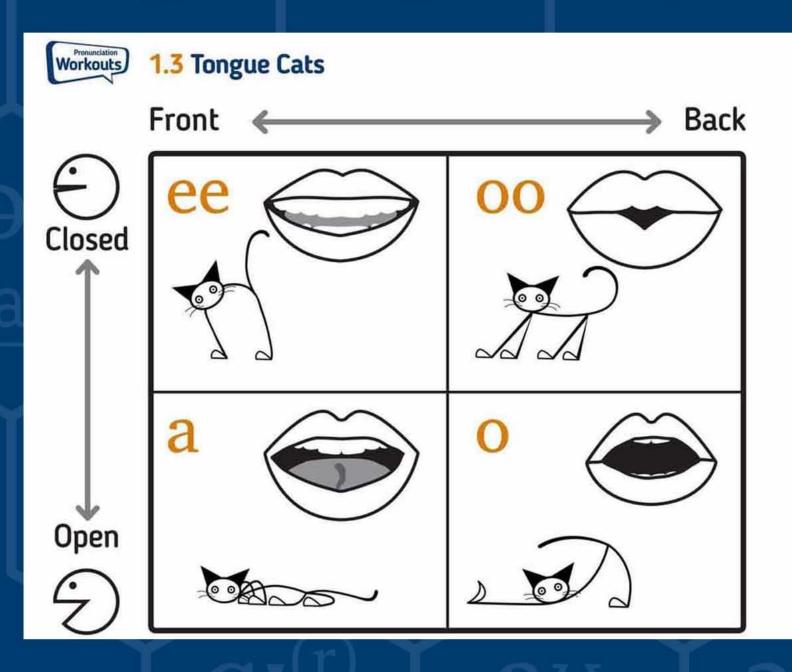


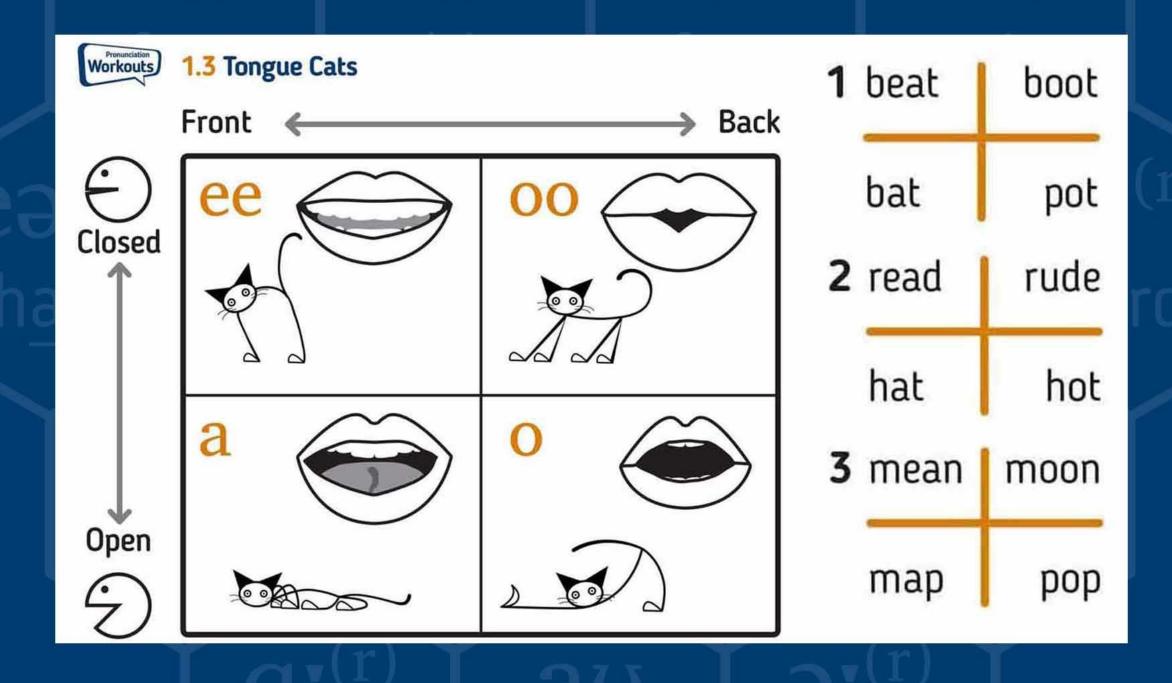
## **CONSONANTS**

- tongue
- teeth
- lips
- tooth ridge



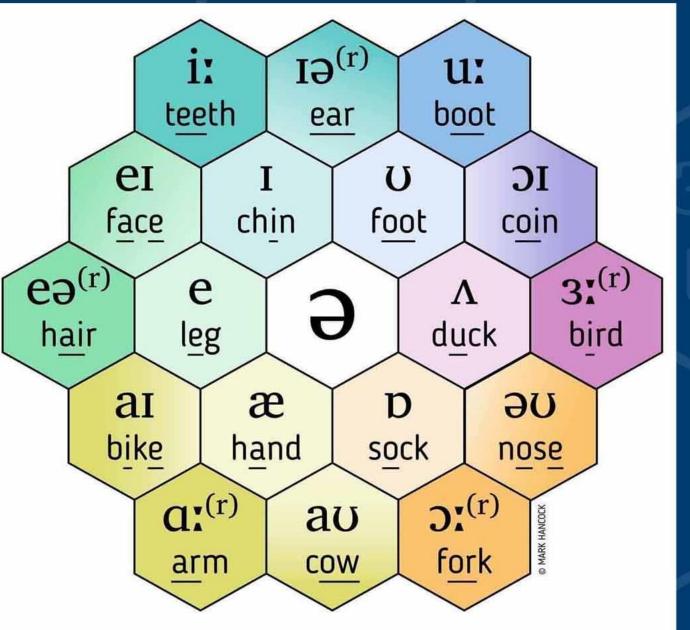






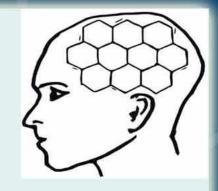
**VOWELS** 

- jaw
- lips
- tongue
- free
- tension





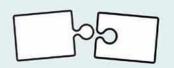
2 Mind



FEEL IT!



THINK IT!



**3** Meaning

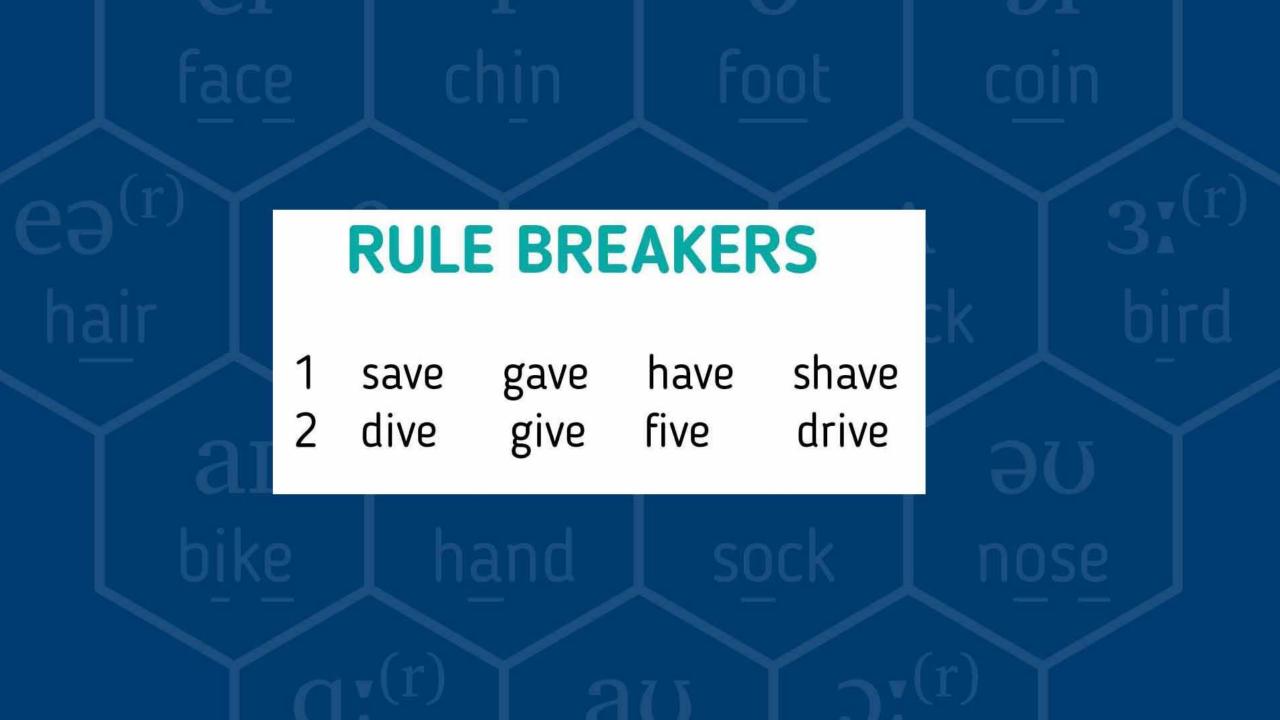


**4** Memory



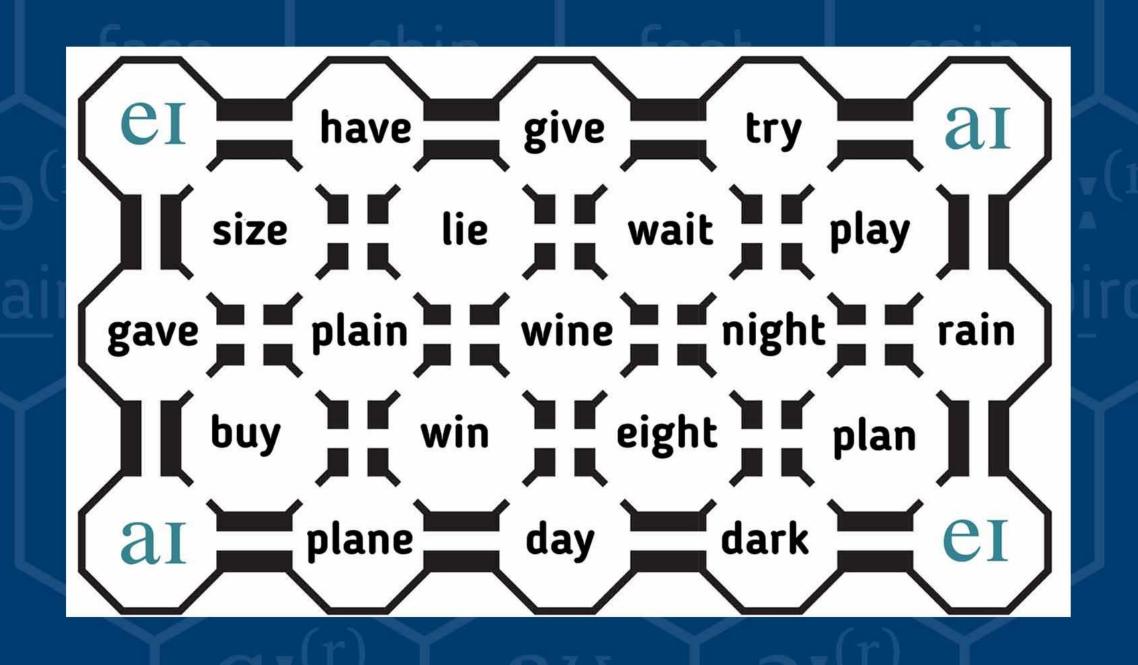


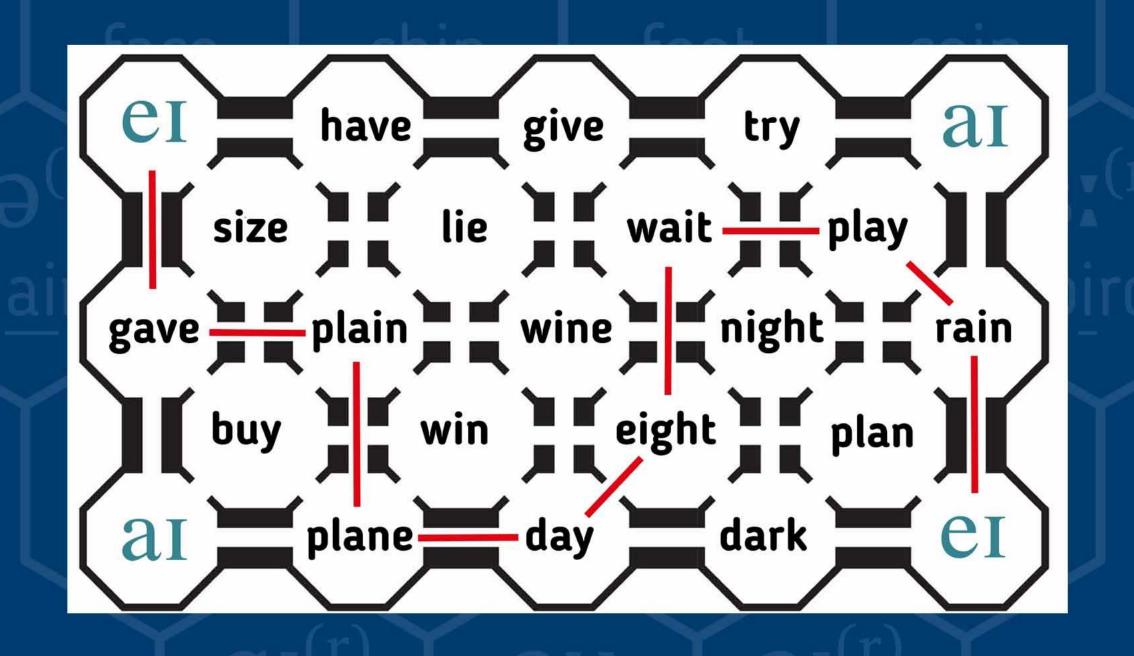


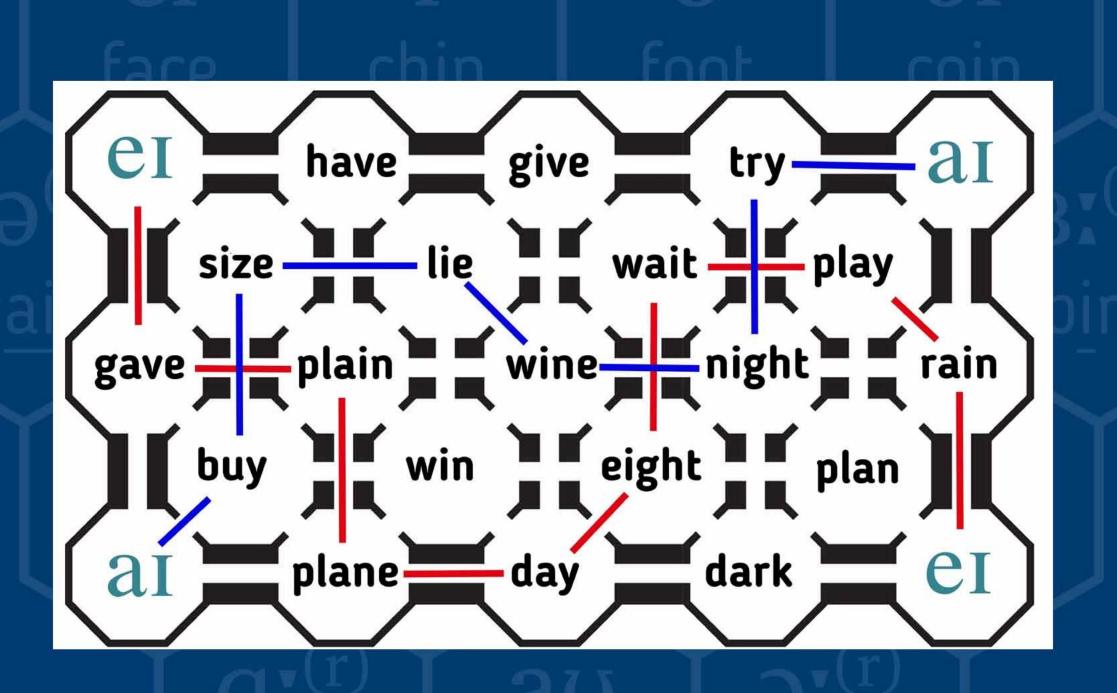


		/	/	/	<u> </u>
		+/t/	+/n/	+/d/	+/z/
1	may	mate	main	made	maze
2	play				
3	ray				
<b>4 5</b>	lie	light	line	lied	lies
	sigh				
6	why				

			/			
		+/t/	+/n/	+/d/	+/z/	
1	may	mate	main	made	maze	
2	play	plate	plain	played	plays	
3	ray	rate	rain	raid	rays	
4	lie	light	line	lied	lies	
5	sigh	sight	sign	side	size	
6	why	white	wine	wide	wise	

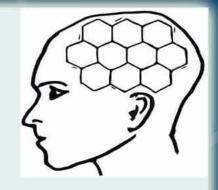








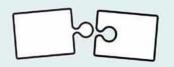
2 Mind



FEEL IT!



THINK IT!



**3** Meaning

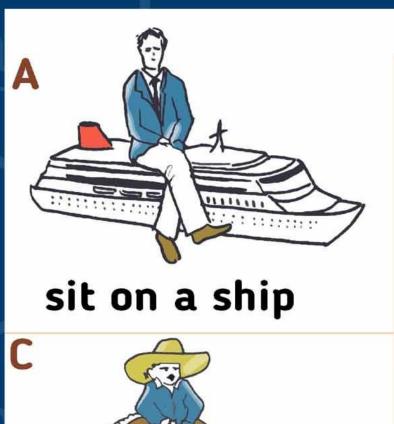


**4** Memory



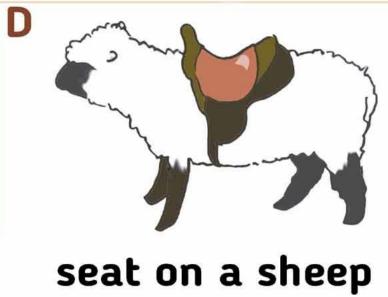








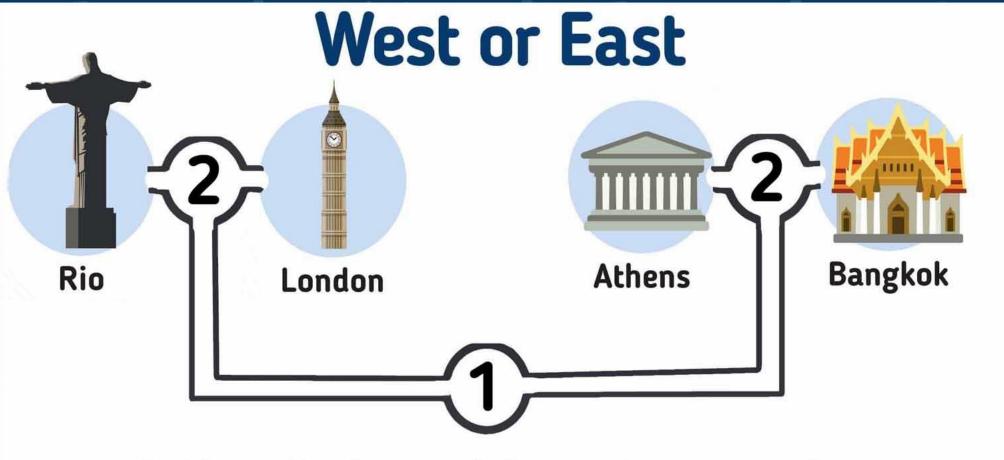




### **Vowel Pairs**

/I/ /i:/

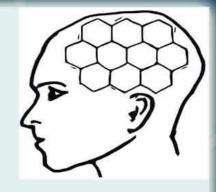
- 1. I'm living/leaving with mum.
- 2. Don't hit/heat the plates.
- 3. Don't slip/sleep on the ice.
- 4. Can you fill/feel it?



1 I'm living / leaving with mum.
2 Don't hit / heat the plates.



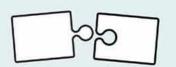
2 Mind



FEEL IT!



THINK IT!



**3** Meaning



**4** Memory



HEAR IT!

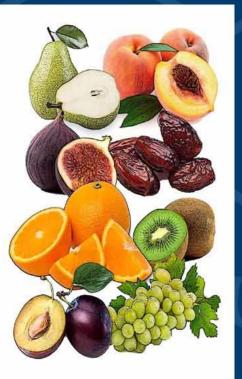


USE ITI

face chin foot coin

eə<sup>(r</sup> hair

Pears and peaches Figs and dates Oranges and kiwis Plums and grapes



# THE VAN

Amma man with a plan

<sup>2</sup>Annam **sit**ting in a **van** 

<sup>3</sup>Om ma phone<sup>4</sup>thizza nap With a<sup>5</sup>lie nonna map

<sup>6</sup>Thiz munni yin the bank

<sup>7</sup>An thiz few lin the tank

<sup>8</sup>Amma man with a plan

<sup>9</sup>Annal doowi tiffa can

and line if on I'll my a I'm it there's I money an fuel app in do



# THE VAN

Amma man with a plan

<sup>2</sup>Annam **sit**ting in a **van** 

<sup>3</sup>Om ma phone<sup>4</sup>thizza nap With a<sup>5</sup>lie nonna map

Thiz munni yin the bank

An thiz few lin the tank

Anma man with a plan

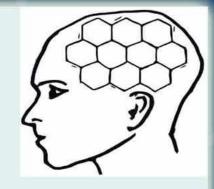
Annal doowi tiffa can

and line if on I'll my a I'm it there's I money an fuel app in do





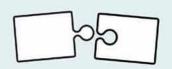
### 2 Mind



FEEL IT!



THINK IT!



**3** Meaning



4 Memory

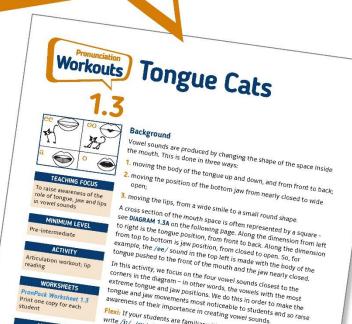






# **Pronunciation** Workouts

Print one copy for each

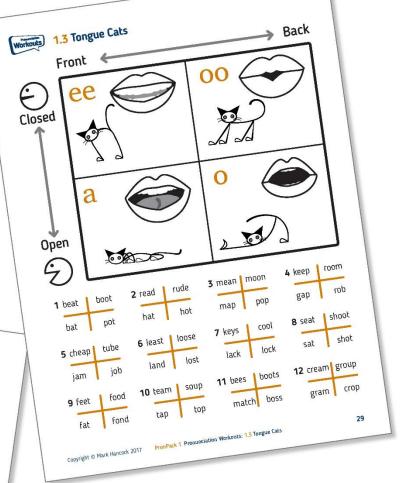


awareness of their importance in creating vowel sounds.

1. Write the spellings /ee/ and /oo/ on the board, and point out that the slashes show that these refer to sounds. Point to each one and mouth the vowel silently. Get students to say the sounds as you point at the spellings. Move your finger back and forth between them so that the students are saying

2. Repeat the activity above

Flexi: If your students are familiar with phonemic symbols, you can write /iz/, /uz/, /æ/ and /b/ into the four corners of the Tongue Cats diagram on the worksheet (or the American symbols /iy/, /uw/, /æ/



# Workouts to get the mouth moving

# **Pronunciation** Puzzles



## Pronunciation Puzzles Corner to Corner



The phonemes /s/ and /z/ are familiar-looking symbols, However, they often don't correspond to the letters s and z as students might expect. For example, in rise, the s is pronounced z, while in rice the s is spelt c. This kind of mismatch between spelling and sound is what make these puzzles challenging.

TEACHING FOLUS	ė
/ersions 1-5: Awareness of the sounds and spellings of	4

/s//z/:/\$//3/:/w//j/: 6: Past tense endings /d/ and /t/ linking to a

### Print one copy of the required version for each student, or pair of students

AUDIO FIL	ES
Audio 2.2-1	11 3
Audio 2.2-2	11 3
Audio 2.2-3	11 0
Audio 2.2-4	11 5

151

and and

. Write the words rise and rice on the board. Drill the pronunciation Presentation asking students to pay attention to the sound of the underlined letters. Explain that these are written /z/ and /s/ in phonetic

/d/and/t/

(-ed endings)

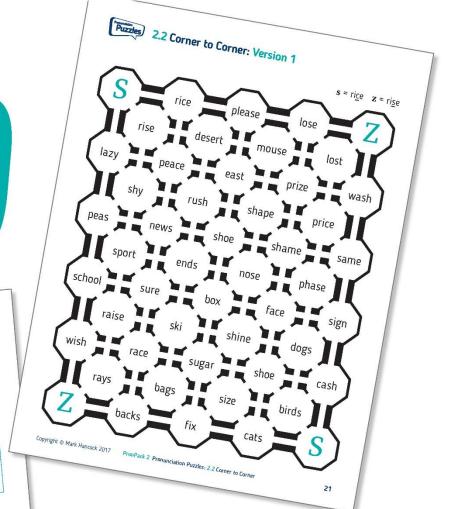
/90/ /31/

and and

/oi/ /au/

2. If your students have difficulty distinguishing rise and rice, explain that /z/ is voiced (you can feel the vibration of the throat) while /s/Is unvoiced. Another difference is that vowel sounds before /s/ are shorter than before /z/.

- 1. Give out Version 1 of Worksheet 2.2 and explain that the objective is to find routes between the opposite corners from s to s, and then from  ${\bf z}$  to  ${\bf z}$ . Check vocabulary as necessary.
- 2. Explain that students can go from any room to a neighbouring room with a connecting door or corridor. They can only pass through a room if the word in it contains the target sound (/s/ or z/).
- 3. Go through the first few rooms together as a class (s rice peace east...) and then ask students to continue, individually or in pairs. 4. Check through the answers together (see Key) or ask students to



# Puzzles to get the brain engaged

# **Pronunciation** Pairworks



# Pairworks Air Traffic Control



To practise minimal pair discrimination for these pairs:/ii t/, /e æ/, /eə

Giving and following a route on a grid

PronPack Worksheet 3.1 Download and print selected worksheets for each student

### AUDIO FILES

No audio with this activity

A minimal pair is a pair of words or phrases with identical pronunciation except for one phoneme. For example, the words bean and bin are identical except for the vowel sound, which is /it/ for bean and /t/ for **bin**. If such a sound difference does not exist in the in the students' first language, they are likely to find it problematic both for understanding and in being understood. The minimal pairs used in this activity are as follows: /i:/ and /  $\imath$ /; /e/ and /æ/; /eə/ and /tə/;/au/ and /u:/. There is also an empty version for you to put in your own

- Draw a 4x4 grid on the board representing the the top left corner of the map and write in the city names, Glasgow, Aberdeen, Dublin and Birmingham. Label the columns and rows according to the version you are using, for example bean and chip and feel and sit for
- Demonstrate how the words can be used as coordinates to refer to one of the squares. For example, if you say sit - bean, you are referring to the square containing **Dublin**. If you say feel - chip, you are referring to the square containing Aberdeen.
- 3. Get students to practise this in pairs, with one of them saying the coordinate words and the other saying the city names.

- 1. Select a version of Worksheet 3.1. Point out the example directions at the top of the worksheet and elicit that Speaker A is giving a route from the map and **B** is listening and following the route.
- 2. Now ask students to draw a flight plan connecting four cities on their map without letting their partner see.
- 3. Students explain their flight plan to their partner without using



### Pairworks 3.1 Air Traffic Control - Version 1

/i:/ /I/

A: Fly from seat/bean to live/bin. Then fly to seat/ cheap. Finally, fly to feel/bin. What's the flight path?



B: Lisbon to Prague to Istanbul to Stockholm!



sa   sees	bean	chip	feet	bin	fit	cheap
feel	oeu.i		Oslo •	kockholm	Riga •	Saint Petersburg
sit	Glasgow Dublin	Aberdeen	Hamburg	• Berlin	Warsaw	• Minsk
live	Cardiff		Frankfurt	Prague	Krakow	Kiev •
fill		Paris •	Milan	Zagreb •	Belgrade	
	Santiago	Barcelor	na Cardinia	Naples	Athe	Istanbu
seat	Lisbon	1	Tuni		+	
leave	Casabla					ight © Mark Han
18		PronPack 2 Pronu	anciation Pairworks	: 3.1 Air Traffic C	ontrol Copy	ight & Mark Han

# Pairworks to get them talking

# **Pronunciation** Poems





This activity is based on a poem containing many examples of past simple verb endings -ed.

Ask students to tell you about any time when they were lost.

1. Give out the Worksheet 4.14. Explain that the text is a poem, but the first two verses are printed as they are pronounced, not in normal

written form. Say the poem, Lost, twice (the way it is written on the

worksheet/below) or play Audio 4.14-1 (a chanted version of the poem over background music) and ask students to listen and read. The syllables in **bold** show where the beat falls in the rhythm. Write the first line of the poem on the board, as it appears on the

worksheet. Underline the two parts which are wrongly printed:

### TEACHING FOCUS

To familiarize students with the pronunciation of -ed endings and linking in

Print one copy for each

Audio 4.14-1

Audio 4.14-2

I walk tin the par kin the middle of the night Explain that this is how the line is pronounced. The **-ed** of **walked** sounds like a t, and it joins to the following word in to make tin. The -k of park seems to join to the following word in to make kin. 3. Tell students to read the remainder of Verses 1 and 2 and correct the other places where the words are printed incorrectly, Check answers.

### AUDIO FILES

I walked in the park in the middle of the night I hurried in the dark 'cause there wasn't any light I stopped and I listened and I looked all ground

I couldn't see a thing and I couldn't hear a sound I switch**ed on** my phone **and I** use**d it** for a light I looked to the left and I looked to the right I started feeling worried and decided to go back

The corrections are underlined in the poem below.



I **walk** tin the **par** kin the **mid**dle of the **night** 

I hurry din the dark 'cause there wasn tenny light

l **stop** tan I **list**en dan die **look** tall a**round** 

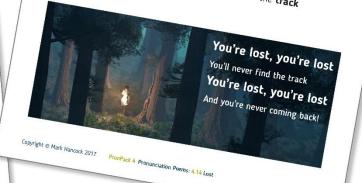
l couldn't <u>siya</u> thing <u>an die</u> couldn't <u>hira sound</u>

switch ton my phone an die use dit for a light

look to the leff tan die lookt other right

l **start**id feeling **worr**y dan de**cid**id to go **back** 

look tall around butta couldn't see the track



Poems to create a mental soundtrack

### PronPack is available from:



Exhibition Stand 2

BEBC Amazon

Kobo

**Apple** 





**ENGLISH-SPEAKING UNION** 

english language awards

RUNNER-UP

more at: www.pronpack.com

