



PronPack

pronpack.com



Pronunciation:

muscle, mind, meaning, memory

Mark Hancock

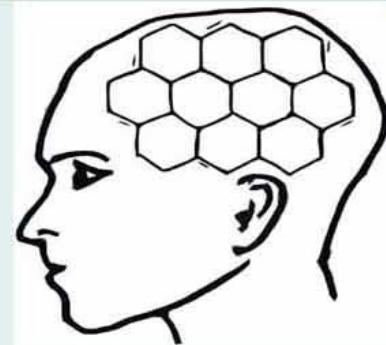
1 Muscle



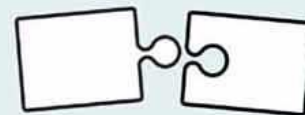
FEEL IT!



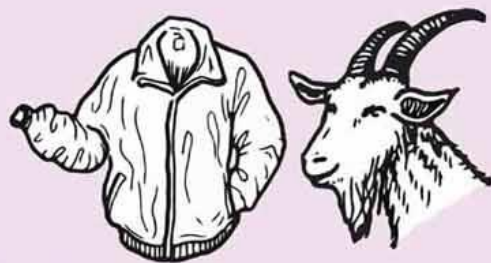
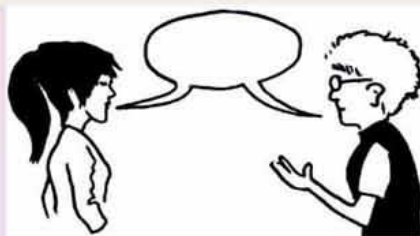
2 Mind



THINK IT!



3 Meaning

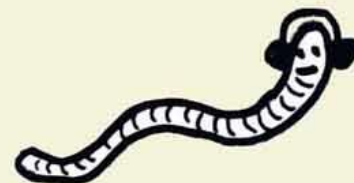


USE IT!

4 Memory

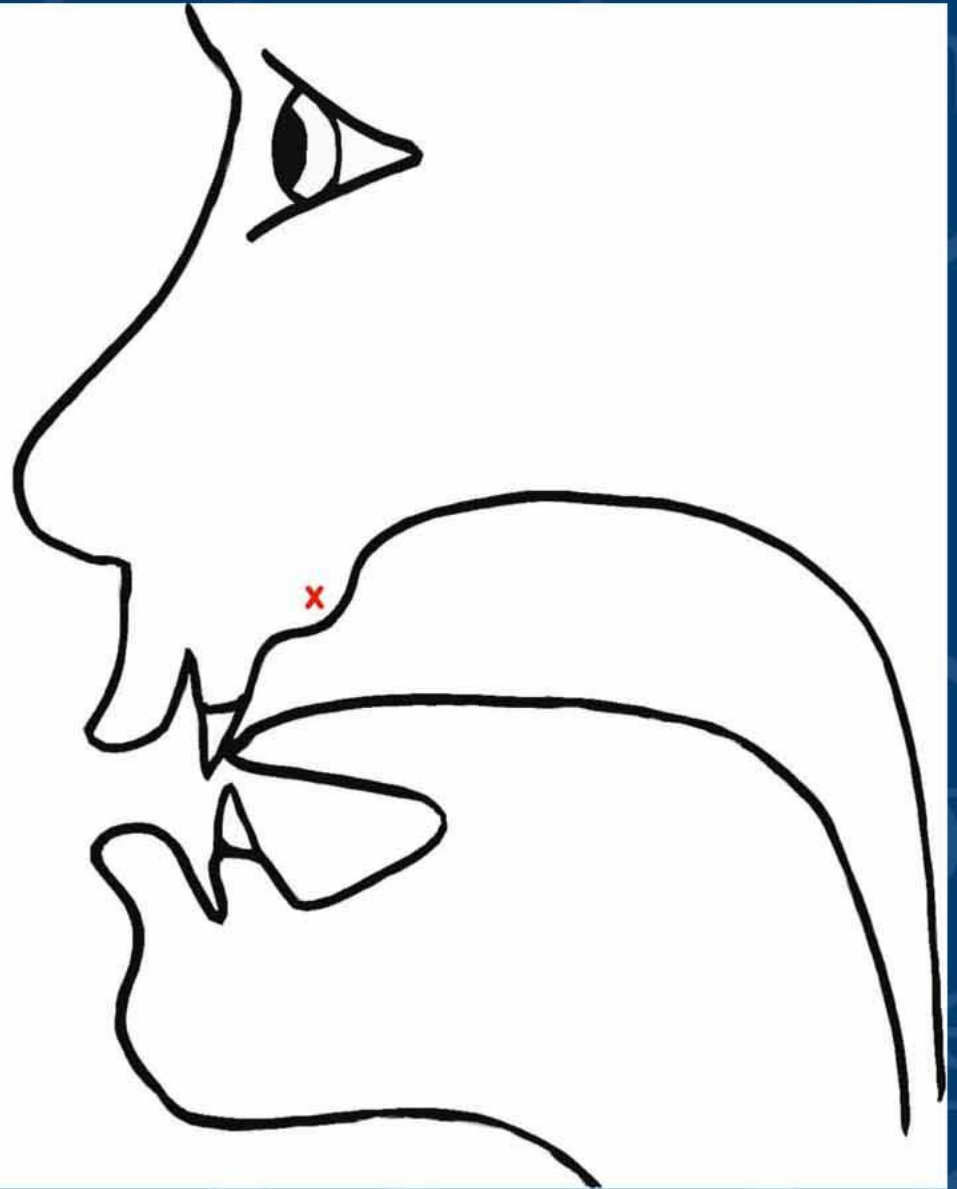


HEAR IT!



CONSONANTS

- tongue
- teeth
- lips
- tooth ridge



p



b



m



f



v



t



d



n



θ



ð



k



g



ŋ



s



z



ʃ



ʒ

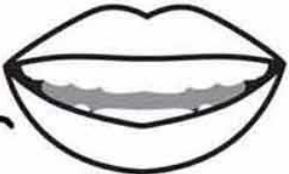


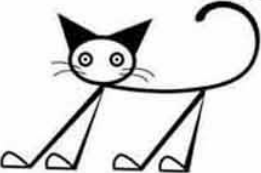






- stop or fricative
- voiced
- puff of air

1.3 Tongue Cats

Front ←————→ Back

Closed
↑
↓
Open

<p>ee</p>  	<p>oo</p>  
<p>a</p>  	<p>o</p>  

1.3 Tongue Cats

Front ←————→ Back

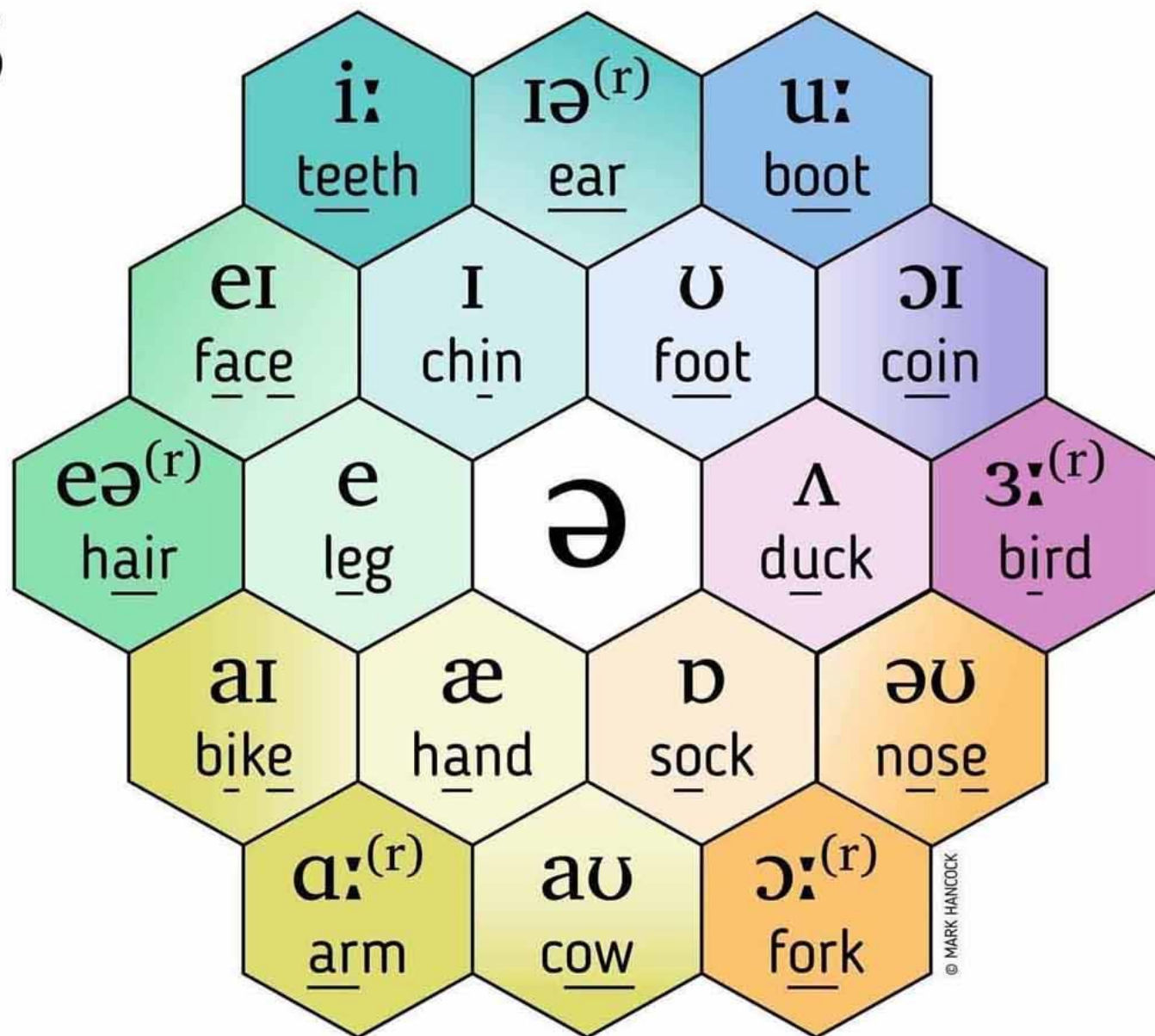


<p>ee</p> <p>ee</p>	<p>oo</p> <p>oo</p>
<p>a</p> <p>a</p>	<p>o</p> <p>o</p>

1	beat		boot
	—————		
	bat		pot
2	read		rude
	—————		
	hat		hot
3	mean		moon
	—————		
	map		pop

VOWELS

- jaw
- lips
- tongue
- free
- tension



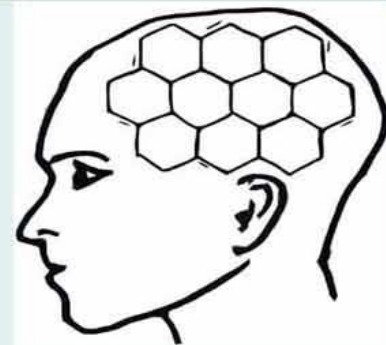
1 Muscle



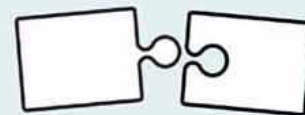
FEEL IT!



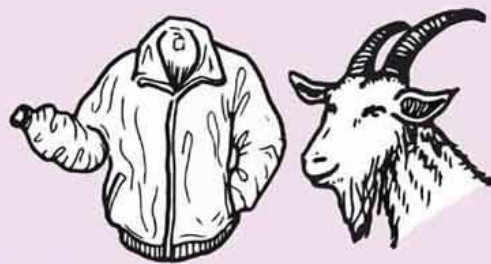
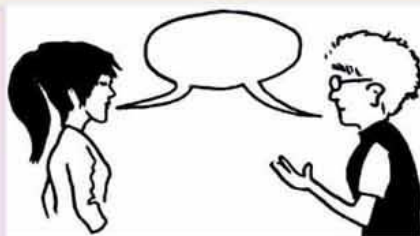
2 Mind



THINK IT!



3 Meaning



USE IT!

4 Memory



HEAR IT!



RULE BREAKERS

1	save	gave	have	shave
2	dive	give	five	drive

+ /t/

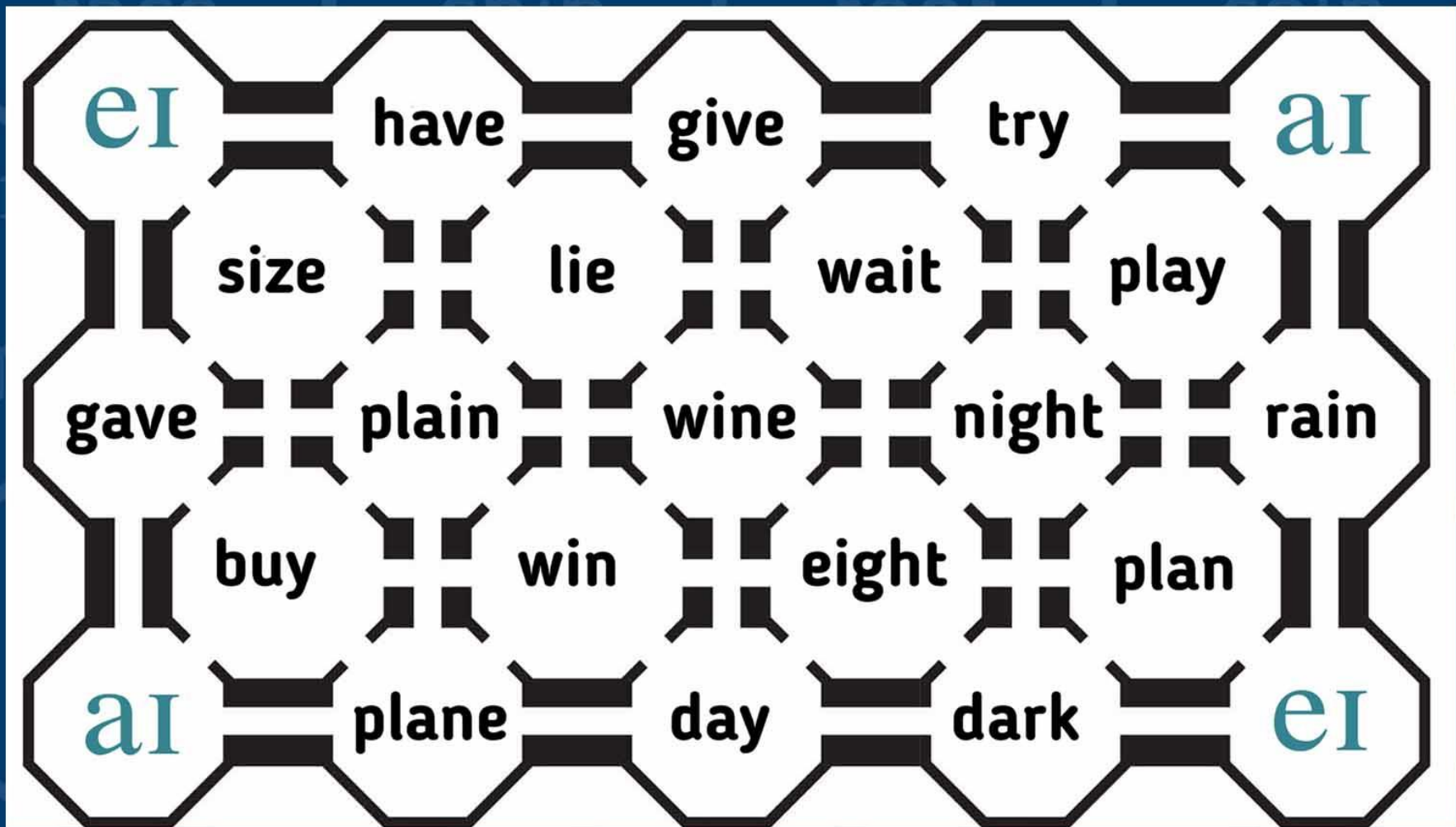
+ /n/

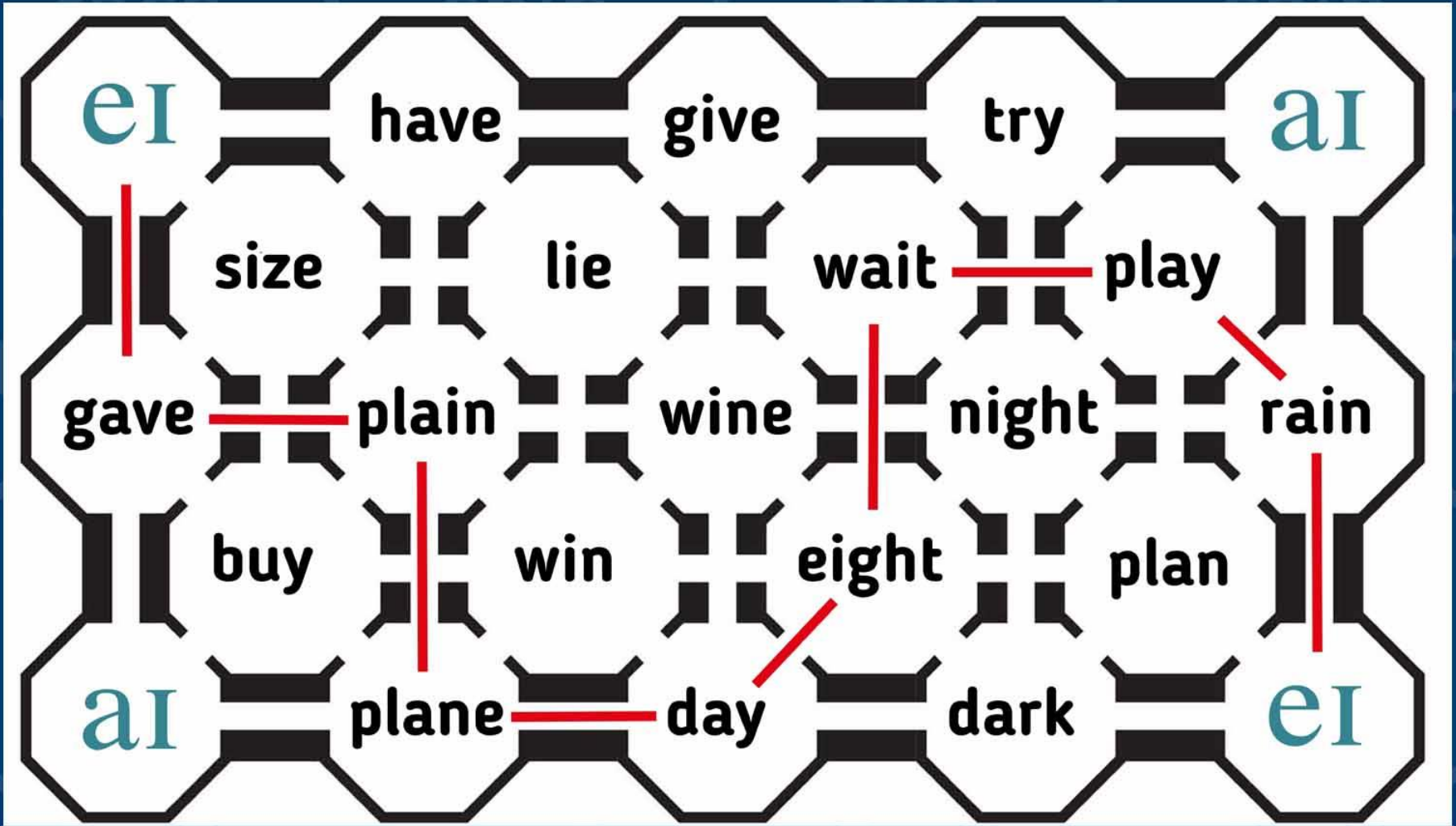
+ /d/

+ /z/

1	may	mate	main	made	maze
2	play				
3	ray				
4	lie	light	line	lied	lies
5	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





eI

have

give

try

aI

size

lie

wait

play

gave

plain

wine

night

rain

buy

win

eight

plan

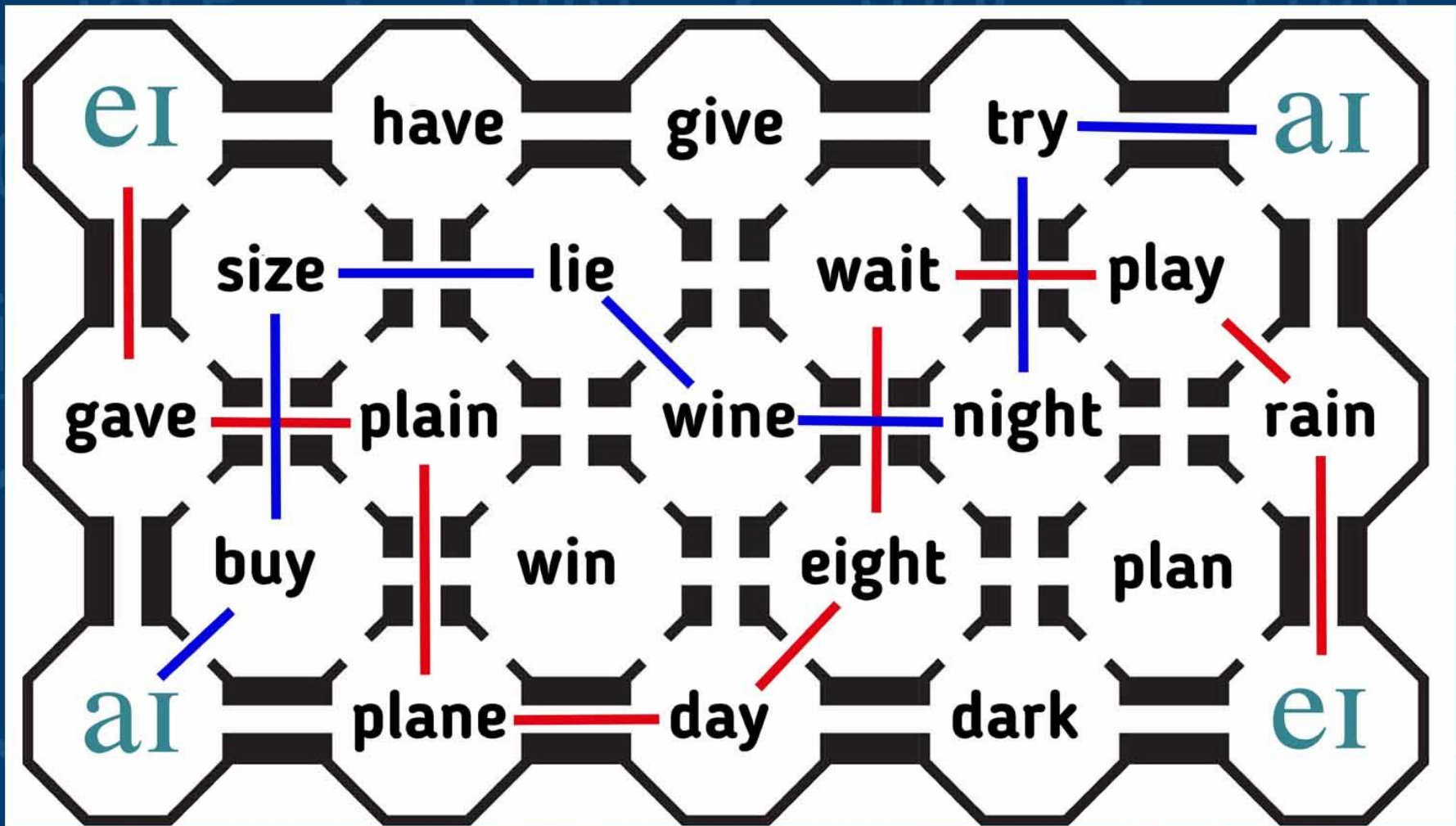
aI

plane

day

dark

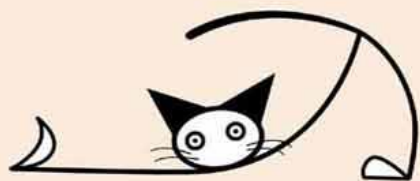
eI



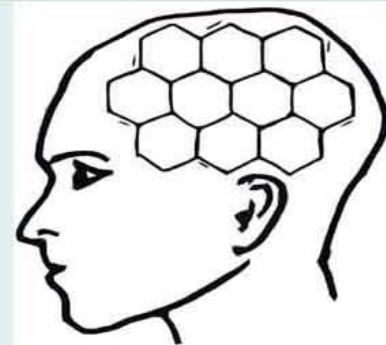
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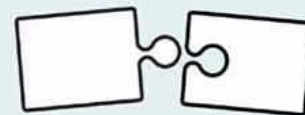
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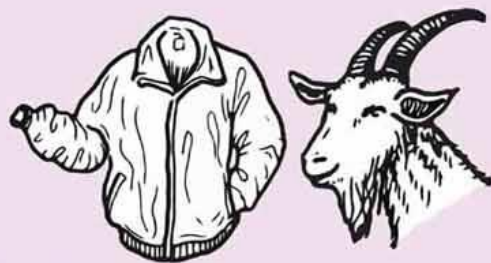
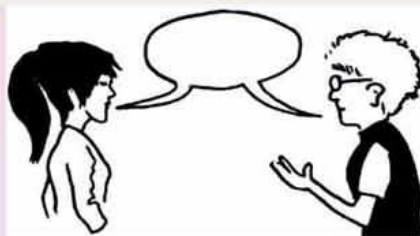
2 Mind



THINK IT!



3 Meaning

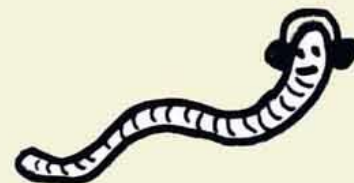


USE IT!

4 Memory



HEAR IT!



A



sit on a ship

B



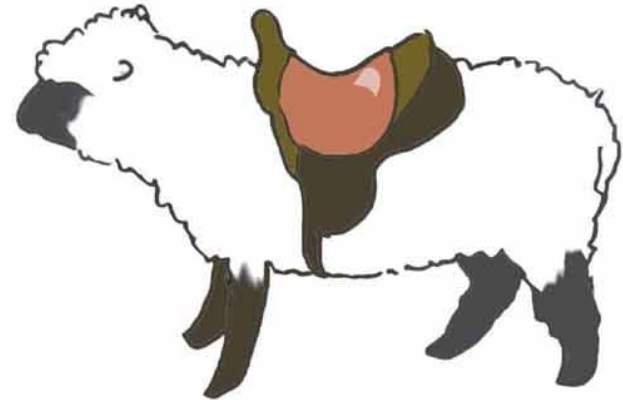
seat on a ship

C



sit on a sheep

D



seat on a sheep

Vowel Pairs

/ɪ/ /iː/

- 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?

West or East



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

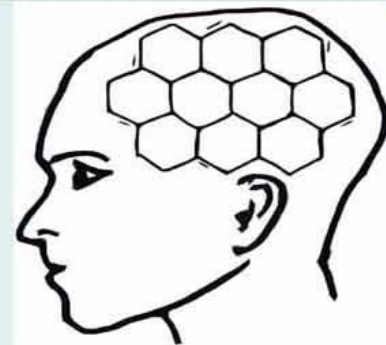
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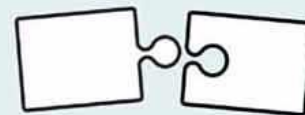
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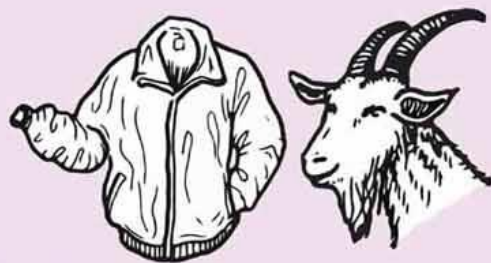
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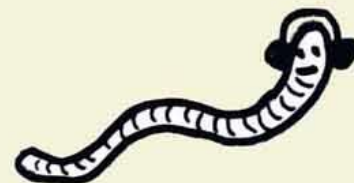


USE IT!

4 Memory



HEAR IT!



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



4.1 Get up on your Feet

You **won't** get **fit**
Just **sitting** on a **seat**
If you **wanna** get **fit**
Gotta **get** up on your **feet**

Don't **fill** that **seat**
Gotta **move** a little **bit**
Kick your **feet** to the **beat**
Feel the **heat**, that's **it!**



4.1 Get up on your Feet

You **won't** get **fit**
Just **sitting** on a **seat**
If you **wanna** get **fit**
Gotta **get** up on your **feet**

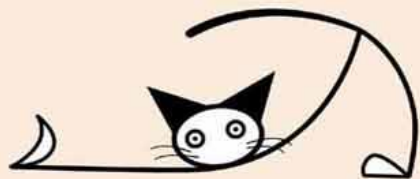
Don't **fill** that **seat**
Gotta **move** a little **bit**
Kick your **feet** to the **beat**
Feel the **heat**, that's **it!**



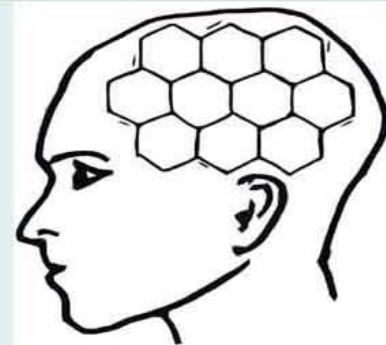
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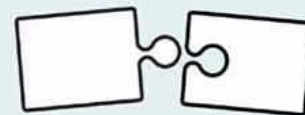
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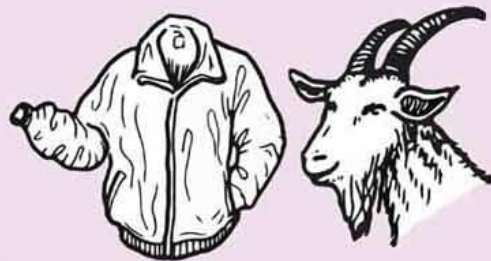
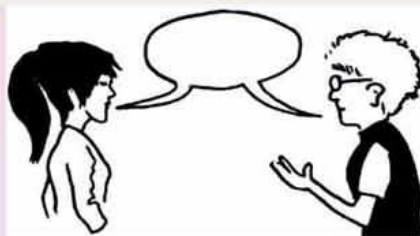
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THINK IT!



3 Meaning

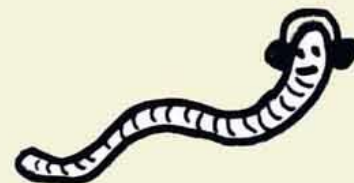


USE IT!

4 Memory



HEAR IT!



Pronunciation Workouts

Pronunciation Workouts

1.3 Tongue Cats



1.3

Background

Vowel sounds are produced by changing the shape of the space inside the mouth. This is done in three ways:

1. moving the body of the tongue up and down, and from front to back; open;
2. moving the position of the bottom jaw from nearly closed to wide open;
3. moving the lips, from a wide smile to a small round shape.

A cross section of the mouth space is often represented by a square - see **DIAGRAM 1.3A** on the following page. Along the dimension from left to right is the tongue position, from front to back. Along the dimension from top to bottom is the tongue position, from closed to open. So, for example, the /ee/ sound in the top left is made with the body of the tongue pushed to the front of the mouth and the jaw nearly closed.

In this activity, we focus on the four vowel sounds closest to the extreme tongue and jaw positions. In other words, the vowels with the most tongue and jaw movements most noticeable to students and so raise awareness of their importance in creating vowel sounds.

Flexi: If your students are familiar with phonemic symbols, you can write /i:/, /u:/, /æ/ and /ɒ/ into the four corners of the Tongue Cats diagram on the worksheet (or the American symbols /i:/, /u:/, /æ/ and /ɑ:/).

Presentation

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. Get students to say back and forth between them so that the students are saying eeeeeeeeeeeooooooooo.

2. Repeat the activity above...

TEACHING FOCUS

To raise awareness of the role of tongue, jaw and lips in vowel sounds

MINIMUM LEVEL

Pre-intermediate

ACTIVITY

Articulation workout, lip reading

WORKSHEETS

PronPack Worksheet 1.3
Print one copy for each student

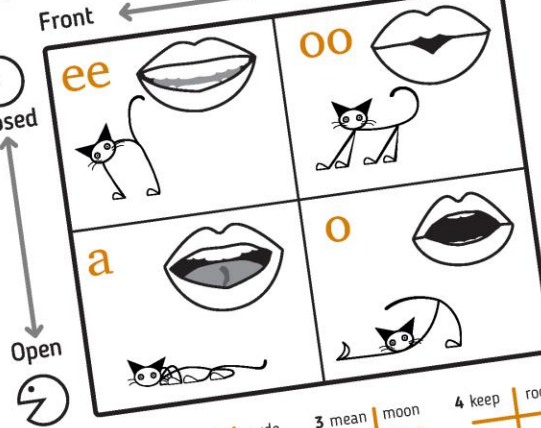
AUDIO FILES

Audio 1.3-1

1.3 Tongue Cats



Closed



- | | | | | | | | |
|---------|------|---------|-------|---------|-------|----------|-------|
| 1 beat | boot | 2 read | rude | 3 mean | moon | 4 keep | room |
| bat | pot | hat | hot | map | pop | gap | rob |
| 5 cheap | tube | 6 least | loose | 7 keys | cool | 8 seat | shoot |
| jam | job | land | lost | lack | lock | sat | shot |
| 9 feet | food | 10 team | soup | 11 bees | boots | 12 cream | group |
| fat | fond | tap | top | match | boss | gram | crop |

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PronPack 1 Pronunciation Workouts: 1.3 Tongue Cats

29

Workouts to get the mouth moving

Pronunciation Pairworks

Pronunciation Pairworks Air Traffic Control

3.1



TEACHING FOCUS

To practise minimal pair discrimination for these pairs: /i:/ /ɪ/, /e:/ /e/, /eə/ /ə/, /a:/ /ɑ:/

MINIMUM LEVEL

Pre-intermediate

ACTIVITY

Giving and following a route on a grid

WORKSHEETS

PronPack Worksheet 3.1
Download and print selected worksheets for each student

AUDIO FILES

No audio with this activity

Background

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 /i:/ for *bean* and /ɪ/ 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 the understanding and in being understood. The minimal pairs used in this activity are as follows: /i:/ and /ɪ/, /e:/ and /e/, /eə/ and /ə/, /a:/ and /ɑ:/ There is also an empty version for you to put in your own minimal pairs.

Presentation

1. Draw a 4x4 grid on the board representing 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 **Version 1** as shown in **DIAGRAM 3.1A**.
2. 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.

Activity

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 the names of the airports, following the example.



3.1 Air Traffic Control - Version 1

/i:/ /ɪ/



Example:

- 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!

	bean	chip	feel	bin	fit	cheap
feel	Glasgow	Aberdeen	Oslo	Stockholm	Riga	Saint Petersburg
sit	Dublin	Birmingham	Hamburg	Berlin	Warsaw	Minsk
live	Cardiff	Paris	Frankfurt	Prague	Krakow	Kiev
fill	Santiago	Bordeaux	Milan	Zagreb	Belgrade	Bucharest
seat	Lisbon	Barcelona	Sardinia	Naples	Athens	Istanbul
leave	Casablanca	Algiers	Tunis	Tripoli	Benghazi	Alexandria

18

PronPack 2 Pronunciation Pairworks: 3.1 Air Traffic Control Copyright © Mark Hancock 2017

Pairworks to get them talking

Pronunciation Poems

Pronunciation Poems Lost

4.14



Background

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

Presentation

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

TEACHING FOCUS

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

MINIMUM LEVEL

Pre-intermediate

ACTIVITY

Chanting

WORKSHEETS

PronPack Worksheet 4.14
Print one copy for each student.

AUDIO FILES

Audio 4.14-1

Audio 4.14-2

Activity

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, **Listen**, 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.

2. Write the first line of the poem on the board, as it appears on the worksheet. Underline the two parts which are wrongly printed:

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**. The corrections are underlined in the poem below.

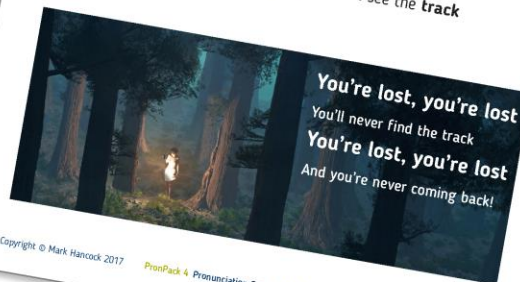
Lost

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 around
I couldn't see a thing and I couldn't hear a sound

I switched on my phone and I used it for a light
I looked to the left and I looked to the right
I started feeling worried and decided to go back
I looked tall around but I couldn't see the track

Poems 4.14 Lost

I walk tin the par kin the middle of the night
I hurry din the dark 'cause there wasn tenny light
I stop tan I listen dan die look tall around
I couldn't siya thing an die couldn't hira sound
I switch ton my phone an die use dit for a light
I look to the leff tan die lookt other right
I startid feeling worry dan decidid to go back
I look tall around butta couldn't see the track



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55

Poems to create a mental soundtrack

PronPack is available from:

