Further Practical Pronunciation

1. What challenges do Czech students face with pronunciation?
2. What challenges do teachers face with pronunciation?
3. How much pronunciation input do students gain from media consumption outside of the classroom? Is it a help or a hindrance?
4. What was the last pronunciation activity you tried in your classroom? How’d it go?

**Part 1: Disassociating spelling and sound**

***Activity 1 – Rhymes***

a) Put the words that rhyme together (there may be more than one matching word):

|  |  |
| --- | --- |
| 1. **Know (h)**
2. Boot
3. Feet
4. Foot
5. Great
6. Fork
7. Walk
8. Beard
9. Found
10. Would
11. Goal
12. Clean
 | 1. eight
2. sound
3. mud
4. bird
5. fruit
6. put
7. weird
8. **toe**
9. roll
10. talk
11. magazine
12. seat
13. heard
14. flute suit
 |

b) Make two lines of rhyme to continue the poem on the screen:

………………………………………………………………………………………….

……………………………………………………………………………………………

**Activity 2: Focus on ‘O’**

a) How many different ways can you pronounce ‘ou’? Look at these words:

Dough, cough, through, thorough, rough, drought, bought, hiccough

b) Now brainstorm as many different words with ‘o’ in them as you can:

c) Can you group these words by sound?

d) Turn over the paper.

If you are student A, work with Student B and C but don’t show them you paper. Say each of the words (1-12) in turn and find the odd one out (e.g Student A says number 1, Student B says their number 1 and Student C says their number 1 – whose “o” sound is different?)

d) Here’s a sentence with lots of ‘o’ words: *“The professor thought his mother wouldn’t bother to allow the soup to cool enough before the accountant took a spoon and dove in”* Show a partner how to say it correctly.

e) Create your own sentence with lots of ‘o’ words in them.

**Part 2 – Vowels Issues**

**Activity 3 – Dice Vowel Challenge**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | meat | mate | met | mud | mad | made |
| 2 | white | wait | wet | what | wit | with |
| 3 | by | bay | boy | be | bear | beer |
| 4 | bank | back | bag | buck | big | bit |
| 5 | ham | has | hat | hot | hut | hit |
| 6 | pen | pan | pain | pin | pun | pawn |

**Part 3 – Weak sounds**

**Activity 4 – Schwa**

a) These words are mostly used as weak words in sentences. How many of them use schwa when pronounced in their weak form?

1. For, to, on, in, as, by, from, of, than, towards, till, with, through, among,
2. And, because,
3. I, you, he, she, it, them, you’re, I’ll, him, her, they

b) Play schwa 4-square

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | B | C | D |
| 1 | I’d like a banana | I was going to tell you | The book is about pronunciation | We need more financial support |
| 2 | What are you doing tonight? | How about a cup of tea? | It’s for you | It takes a lot of time |
| 3 | The leisure centre is closed for a private function | What time will you arrive at Victoria? | Is it particularly difficult | The airport is not far from the capital city |
| 4 | It is a very thorough report | You need to pay attention all the time | Wizzards and aliens | Are you crazy? |

**Part 4 – Basic Linking**

**Activity 1 - Travelling consonants.**

a) Which of the consonants at the end of words in these sentences should ‘travel’ to become the starting sound of the next word?

I got into school at eight.

I did a whole load of stuff

I ate a lunch of peas and ham

And went out feeling rough.

**Activity 2 – Merging sounds**

a) Write the words you hear

…………………………………………………………………………………..........

b) A computer has written these sentences on a Youtube video. What did the person really say?

* 1. There has been known use about the kidnapping
	2. Have you finish jaw homework yet?
	3. Stop lying, I've her July so often I'm sick of it.
	4. I think I stop choosing my old Nokia years ago.

(based on an activity from English Pronunciation in Use 2nd Edition
by Mark Hanncock, Cambridge University Press, 2012)