

***Sounds: The Pronunciation App* lesson plans**

Introduction

These activities are all short. They are basic activities which enable you to incorporate pronunciation into any part of any lesson and as such can be interspersed throughout any lesson. Remember that pronunciation applies to all language levels, and this kind of pronunciation practice needs to start at the earliest level. And it needs to be maintained throughout all lessons whatever the content, as an integral party of the language, not merely reduced to a 'pronunciation slot.' Learning the correct pronunciation is a vital part of learning new vocabulary. It's also important to introduce pronunciation at the point of contact with any new language.

You can apply these activities to your specific lesson plans and coursebook topics by using these chart activities to the relevant vocabulary you have chosen.

Using *Sounds* with one-to-ones / small groups

Exercise 1 Anglicising students' names

1. Introduce yourself to the student and ask them to identify how many sounds there are in your name, for example *Adrian* = 6 sounds, and write the sounds on the board.
2. Ask the student to tap the sounds in order to hear them individually.
3. Now ask them to say their own name with an English pronunciation as if imitating a native speaker of English.
4. Get the student to hear the individual sounds in their inner ear. If working with a small group ask them to do the same for the names of the other students.
5. Using the Phonemic Chart, ask them to tap the English sounds of their name as is spoken by a native English speaker using only English sounds. They have to decide how a native English speaker might say it.
6. If working with a small group, conduct a feedback session to find out whose name has the most sounds, whose is the most different when pronounced by tapping the individual sounds on the app, etc.
7. Remember, when you listen to or say the individual sounds of a word, you must then say it a second time with all the sounds joined together!

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Exercise 2 Strengthening the memory for sounds

- 1 Open the Phonemic Chart and tap on a sound for the student without letting them see which you have tapped. The student must listen internally for a couple of seconds, and should then say the sound aloud.
2. Allow them to practise as much as they need to before passing the app over to them.
3. The student should then search for the same sound by tapping the chart and listening until the correct one is recognised. This requires the student to keep the sound in the inner ear and to distinguish it from other sounds.
4. Repeat the process by adding two or three more sounds in the same way.

Variation 1

If working with a small group, students can do this in pairs.

Variation 2

Same as exercise 1, but the first student plays the example word, by tapping and holding the sound. Their partner now has to tap all the sounds of that word in the correct order.

Exercise 3 Writing words phonemically

1. Write the words *box*, *can* and *pen* on the board and ask the student to identify the vowel sounds in each.
- 2 Mark these on the board and identify the vowel sounds on the Phonemic Chart.
3. Ask the student to tap all the sounds of the words in the correct order, and then to say the word with the sounds joined together.
4. Ask them to think of a one-syllable word and write it down without showing it to you. They should also count the number of sounds in the word.
5. Give the device to the student and ask them to type their word on the Phonemic Typewriter before passing it back to you. You should then identify the word and say it aloud. Ask the student to pronounce the word too and then compare pronunciations.
6. Move on to another word.

Variation

If working with a small group, students can do this in pairs.

Follow up

Do the same exercise choosing words with diphthongs.

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Exercise 4 Using the Phonemic Typewriter*

1. When you are dealing with a lexical set ie rooms in the house at elementary level (*kitchen, bathroom, sitting room, bedroom*) or money related lexis in a business class (*cheque, cash, coins, change, currency, exchange*) ask the student to choose one of the words, say it, and to count how many sounds it contains. This question requires them to identify and distinguish the sounds.
2. Give students the device and go to the Phonemic Typewriter. Ask them to type out the sounds. You may need to correct mistakes as they occur.
3. When they are satisfied they say the word with sounds connected up, and demonstrate to you.

Follow up

Ask them to check their phonemic spelling with the dictionary.

(* Phonemic Typewriter functionality not available on Android devices, only on iOS devices).