

3 Pronunciation – Individual sounds – Trainer Notes

<p>OVERVIEW</p>	<p>DVD content In programme 3 we see John Kay and teachers giving suggestions and demonstrating activities on how to help students with difficult sounds in English.</p> <p>Materials content The materials ask participants to think about what special pronunciation problems their own students have. They are asked to match the techniques presented on the programme to specific pronunciation problems. Teachers also have the opportunity to try out an activity based on the phonemic chart as well as other classroom activities.</p>														
<p>KEY CONCEPTS</p>	<p>Contractions, schwa, weak and strong sounds, phonemic chart</p> <div style="border: 1px solid black; padding: 5px;"> <p>Contractions refer to words that have been shortened, (eg. it is = it's; I will = I'll). Native speakers of English prefer to use contractions when speaking, rather than the long form.</p> <p>The schwa is an unstressed vowel sound which occurs in many words of two syllables or more and in connected speech. It is the most common vowel sound in English. For example, the word 'banana' has a main stress on the second syllable and the other two syllables are schwa sounds. Learners often have great difficulty reproducing this sound. It is represented by /ə/ on the phonemic chart.</p> <p>Weak and strong sounds. Weak sounds are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa. eg. In the sentence "What do you want to do this evening?" the first 'do' is a weak sound and the second is a strong (stressed) sound.</p> <p>phonemic chart refers to the organisation of the 44 sounds in English into vowel and consonant sounds, using internationally recognised symbols.</p> </div> <p>One of the aims of this session is to help participants identify the specific problem sounds that their students have and to give them useful ideas which they can then try out in class.</p>														
<p>PLAN SUMMARY</p>	<p>Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.</p> <table border="1" data-bbox="432 1442 1442 1839"> <tr> <td>Warmer</td> <td><i>Pronunciation game – rhyming pairs</i></td> </tr> <tr> <td>1 Before you watch</td> <td><i>Identifying problems and solutions.</i></td> </tr> <tr> <td>2 Watch</td> <td><i>Checking predictions/gist comprehension.</i></td> </tr> <tr> <td>3 Watch again</td> <td><i>matching/listening for specific information.</i></td> </tr> <tr> <td>4 Analysis & Reflection</td> <td><i>Reflection on the advice given in the programme. Action planning.</i></td> </tr> <tr> <td>5 Additional activities</td> <td><i>The phonemic chart</i></td> </tr> <tr> <td>6 Suggested classroom activity</td> <td><i>Silent sounds and minimal pairs</i></td> </tr> </table>	Warmer	<i>Pronunciation game – rhyming pairs</i>	1 Before you watch	<i>Identifying problems and solutions.</i>	2 Watch	<i>Checking predictions/gist comprehension.</i>	3 Watch again	<i>matching/listening for specific information.</i>	4 Analysis & Reflection	<i>Reflection on the advice given in the programme. Action planning.</i>	5 Additional activities	<i>The phonemic chart</i>	6 Suggested classroom activity	<i>Silent sounds and minimal pairs</i>
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Procedure

Warmer

(optional)

- As a warmer, participants could play a quick game of rhyming tennis. Play in pairs. The first person says a one syllable word. Their partner has to reply with a word that rhymes with the first word. The second person then begins with a new one syllable word and the first person must think of a rhyming word. When a player can't find a rhyme, his opponent wins a point.
- E.g.
- A: boat
- B: coat
- B: seat
- A: meet
- A: road
- B: (can't think of one)
- A wins a point.
- Allow them to play for 5 or 6 minutes.

1 Before you watch

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch.
- Look at the first question in the workbook.
Think about your students. Which English sounds do they find most difficult? For each sound, write a word you know they find difficult to say.
- Elicit one or two examples of difficult words and elicit the problem sound - it is a good idea to think of some examples yourself, just in case participants find this difficult. Then encourage participants to work in pairs or a three and give them a few minutes to write down some more example words and sounds.
- Elicit answers from the group and write them on the board - you will need them later on in the session.
- Draw attention to the second question in the workbook.
Now think about how you teach the pronunciation of English sounds to your students. Write down at least three ways that you encourage students to make or practise the sounds you identified above.
- Ask participants to work in the same groups and to suggest activities that they use to help with these pronunciation problems. Monitor the discussion. When most groups have finished thinking of the three activities, you could ask each group to explain its best activity.

2 Watch

- Look at the question in part 2.
Do the Thai teachers mention any of the pronunciation problems we have talked about? Do they mention any we haven't talked about?
- Now watch Programme 3 all the way through.
- When the programme finishes ask them to compare their answers in small groups. When they have finished their discussion, elicit answers to the above questions from the whole group. Refer them to the list on the board – were any of the things they talked about mentioned? Were there other pronunciation problems mentioned?

3 Watch again

- Look at the exercise in Section 3, Watch Again. Read out the 4 categories “forming sounds”, “difficult sounds”, “contractions” and “weak and strong sounds” and point out that these are the screen titles that appear on the programme. Read through the pronunciation activities and check that participants understand the advice given. Tell them they need to draw a line to match the advice to the pronunciation problem discussed on the programme.
- Watch the Programme, ask participants to check their answers in pairs. They can then check their answers using the key.
- Ask the group if there were any pronunciation activities they particularly liked or didn't like in the programme.

4 Analysis & Reflection

- Draw attention to the quote by John Kay
Your students will be basing their production of English sounds on the sounds they already have from their own language So, it's your job to make them more aware of the sounds that they have to produce.
- Ask participants to read the list of techniques for making students more aware of how to make individual sounds. They could tick the ones they have used and then compare their answers in pairs. Ask them to talk to each other about which sounds they could use the techniques for and to share any other pronunciation activities they have used. Monitor the discussion carefully, listening for any useful activities they suggest. When they have finished, elicit from the group which activities they have used, which are new to them and which sounds each activity could be used for.
- Now ask participants (either in pairs or on their own) to write down two or three sounds that are difficult for their particular students and at least one idea for helping them improve each one. Show them the space to make notes in their booklet. To help participants, you could refer them back to the list of words and sounds you wrote on the board in *Before you watch*.
- Ask participants to decide when they will try out the techniques in their classes. Ask them to comment on the activity using the table in the booklet when they have tried out the activities.

5 Additional activities

Show students the phonemic chart in the booklet and read the quote by John Kay.

For some languages you pronounce the letter how you see it, so if you see the letter 'e', then you have to pronounce it /e/. In English this is not the case, it can be /e/ or /ə/.

Elicit from the participants why phonemic script is useful.

Possible answers could be:

- phonemic script shows how words sound, not how they are spelled
- The teacher can use phonemic script to make students more aware of saying a wrong sound, eg. The word 'missed' is /'mist/, not /mi'sid/

Tell participants they are going to do an activity on the pronunciation of the vowel "o".

Ask participants to work in threes and put the words in the right column. Go round helping them with any words they find difficult. Ask them to check their answers using the key.

Ask the group what they thought of the activity? How would they need to adapt it for their students? Could they think of other spellings it could work with.

Eg. Words that have the letter combination "ough" – though, through, enough etc
Or any of the other vowels.

6 Suggested classroom activity

A good way to end the session is to do the activities suggested, with the trainer taking the part of the teacher and the participants taking the part of the students.