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DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y AUTOEVALUACIÓN

Tema:

GAMES AND FUN ACTIVITIES TO IMPROVE THE PRONUNCIATION OF THE ENGLISH SOUNDS

Tema de investigación previo a la obtención del título de "Diploma Superior en Metodologías Comunicativas del Idioma Inglés"

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RESUMEN

Para entender Inglés de una mejor manera, tanto en forma oral como escrita, el tema mas importante que debe ser tomado en cuenta con nuestros estudiantes es pronunciación. Pronunciación implica mucho más que sonidos individuales.El acento en palabras y oraciones, la entonación ,la unión de palabras, todos ellos influyen en la forma en la que se habla Inglés. Este trabajo ha sido desarrollado con el fin de ayudar a los estudiantes a mejorar la pronunciación de los sonidos utilizados en el idioma Inglés, no solo conociendo algunos temas importantes tales como: lingüística, fonética, vocales, fonología, acento, entonación, etc., los cuales están relacionados con la pronunciación , sino también incluyendo diferentes clases de juegos y actividades divertidas que serán útiles para aprender y practicar los sonidos del idioma Inglés de una manera entretenida.Trabalenguas, juegos de mesa, ejercicios con fonemas finales, y crucigramas forman parte de estos juegos y actividades. Los mismos que ayudarán a que los estudiantes puedan distinguir entre sonidos similares, a aclarar aquellos sonidos que son generalmente confundidos y a practicar sonidos específicos.

ABSTRACT

In order to understand English in a better way, both spoken and written ways; the most valuable aspect to be paid attention with our students is pronunciation. Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation and word linking all influence the sounds of spoken English. This work has been done in order to help students to improve the pronunciation of the English sounds not only by knowing some important topics such as : linguistics, phonetics, the vocal tract, vowels, consonants, phonology, stress, intonation, etc., which are related to pronunciation, but also including different kinds of games and fun activities which will be useful for learning and practicing the English sounds in a funny way. Tongue twisters, board games, exercises with final phonemes and crosswords are part of these games and activities. They will help students to distinguish similar sounds, to ilustrate voicing or commonly confused sounds and for practicing specific target sounds.

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INTRODUCTION

Learning a second language is different from learning our first one. A lot of rules from the first language, concerning e.g. grammar, intonation and phonology, are so firmly rooted within learners that they will transfer them to the new language regardless of whether they are correct or not.

ESL learners have difficulty with English pronunciation for several reasons. Regional accents are a contributor, but the bigger problem lies in having never learned to make the sounds used in the English language.The acquisition of skills in any language depends upon audio recall, and practicing making the sounds needed to pronounce the wide variety of words.

Many English words require considerable jaw movement, specific tongue positioning ,shape of the mouth for proper pronunciation .If students want to get a better pronunciation ,they have to learn not only about phonemes which consists of voice and unvoiced consonants, single vowels and diphthong, but also about the suprasegmental features such as intonation and word/sentences stress. Watching television programs with teletext subtitles to connect speech and words, for example soap operas are extremelly good because they offer colloquial language,varied accents and everyday situations ; listening to radio programs , listening and talking to as many foreign people as possible, reading books ,and playing different kinds of games are some of the activities ESL learners will find useful to improve their pronunciation skills .Also they will gain confidence when communicating with other people who speak the language in different situations for example in banks, hospitals, schools or everyday tasks ,most of which will be verbal.

CHAPTER I

1.1 TOPIC

Games and Fun activities to improve the pronunciation of the English sounds.

1.2 JUSTIFICATION

Throughout history there has been a strong need to express words clearly. Time has shown that even the simplest mistake in pronunciation has led to the loss of life as well as great confusion. If we are to be effective in this world, we must speak clearly and precisely, that's the reason some games and fun activities for improving pronunciation are included in this work

1.3 OBJECTIVES

1.3.1 General Objective

Helping students to be understood when speaking in English by pronuncing the English sounds correctly.

1.3.2 Specific Objectives

- Learning some elements such as stress, rhythm and intonation which are very important in a Foreign Language.

- Giving students some practice on the English sounds through different activities and games.

CHAPTER II

THEORETICAL FRAME

2.1 Linguistics

The study of the nature, structure and variation of language, including phonetics, phonology, morphology, syntax, semantics, socolinguistics and pragmatics.

http://www.answers.com/topic/linguistics

2.2 Phonetics

It's the study of the sounds of language. These sounds are called phonemes.There are literally hundreds of them used in deifferent languages . Even a single language like English require us to distinguish about 40! The key word here is distinguish. We actually make much finer discriminations among sounds, but English only requires 40. The other discriminations are what lets us detect the differences in accents and dialects, identify individuals, and differentiate tiny nuances of speech that indicate things beyond the obvious meanings of the words.The unit of phonetics is the allophone.

Allophone is a real speech variant of a specific phoneme which occurs under certain circunstances. It's often denoted in linguistics by the use of diacritics (or other marks) added to the phoneme symbols and then placed in square brackets [ ]. Its occurrence may be conditioned or in free variation along with another allophone.What may be an allophone in one language may be a phoneme itself in

another language. Ex, [-θ] is an allophone of /d/ in Spanish, [soleˈđa**θ**]; /θ/ is a phoneme in English, /ˈ**θ**ɔt/.

The above examples give you some idea of the kind of allophonic variation that can occur in both English and Spanish. Get in the habit of really *listening* for sounds which you will contrast later and you will notice the similarities and differences among them. Those are the ones you should really watch out for and imitate in your own speech.

Now, let's consider some other linguistic parameters which concern phonemes and allophones. *Environment* is the position that a phoneme or an allophone takes and its surrounding elements. *Distribution* is the number of positions that an element (phoneme or allophone) can take in a phonological group. C*omplementary distribution* means that the position taken by an allophone can not be taken by any other allophone from the same phoneme. *Total distribution* means an element (phoneme or allophone) happens in every position : initial, middle and final. *Partial distribution* is when an element (phoneme or allophone) happens in any two positions. *Free variation* is when two or more allophones happen under the same circumstances and in the same position without altering the word meaning.

2.2.1 The Vocal Tract

In order to study the sounds of language, we first need to study the **vocal tract**. Speech starts with the **lungs**, which push air out and pull it in. The original purpose was, of course, to get oxygen and eliminate carbon dioxide. But it is also essential for speech. There are phonemes that are little more than breathing: the h for

example.Next, we have the **larynx**, or voice box. It sits at the juncture of the **trachea** or windpipe coming up from the lungs and the **esophagous** coming up from the stomach. In the larynx, we have an opening called the **glottis**, an **epiglottis** which covers the glottis when we are swallowing, and the **vocal cords**. The vocal cords consist of two flaps of mucous membrane stretched across the glottis.The vocal cords can be tightened and loosened and can vibrate when air is forced past them, creating sound. Some phonemes use that sound, and are called **voiced**. Examples include the vowels (a, e, i, o, and u, for example) and some of the consonants (m, l, and r, for example). Other phonemes do not involve the vocal cords, such as the consonants h, t, or s, and so are called **unvoiced**.

The area above the glottis is called the **pharynx**, or upper throat. It can be tightened to make **phryngeal** consonants. English doesn't have any of these, but they sound like when you try to get a piece of food back up out of your throat. At the top of the throat is the opening to the nasal passages (called the **nasopharynx**, in case you are interested). When we allow air to pass into the nose while speaking, the sounds we make are called **nasal**. Examples include m, n, and the ng sound of sing.

Much of the action during speech occurs in the mouth, of course, especially involving the interaction of the tongue with the roof of the mouth. The roof of the mouth has several specific areas: At the very back, just before the nasal passage, is that little bag called the **uvula**. Its major function seems to be moisturizing the air and making certain sounds called, obviously, **uvular**. The best known is the kind of r pronounced in the back of the mouth by some French and German speakers. Uvular, pharyngeal, and glottal sounds are often refered to as **gutterals**. Next, we have the soft palate, called the **velum**. If you turn your tongue back as far

as it will go and press up, you can feel how soft it is. When you say k or g, you are using the velum, so they are called **velar** consonants.

Further forward is the **hard palate**. Quite a few consonants are made using the hard palate, such as s, sh, n, and l, and are called **palatals**. Just behind the teeth is the dental ridge or **alveolus**. Here is where many of us make our t's and d's -- **alveolar** consonants.

At the very outer edge of the mouth we have the teeth and the lips. **Dental** consonants are made by touching the tongue to the teeth. In English, we make the two th sounds like this. Note that one of these is voiced (the th in the) and one is unvoiced (the th in thin).

At the lips we can make several sounds as well. The simplest, perhaps, are the **bilabial** sounds, made by holding the lips together and then releasing the sound, such as p and b, or by keeping them together and releasing the air through the nose, making the bilabial nasal m. We can also use the upper teeth with the lower lip, for **labiodental** sounds. This is how we make an f, for example.

Incidentally, we also have two names for the parts of the tongue used with these various parts of the mouth: The front edge is called the **corona**, and the back is called the **dorsum**. Sounds like t, th, and s are made with the corona, while k, g, and ng are made with the dorsum.

2.2.2 Consonants

Consonants are sounds which involve full or partial blocking of airflow. In English, the consonants are p, b, t, d, ch, j, k, g, f, v, th, dh, s, z, sh, zh, m, n, ng, l, r, w, and y. They are classified in a number of different ways, depending on the vocal tract details we just discussed.

Stops, also known as **plosives**. The air is blocked for a moment, then released. In English, they are p, b, t, d, k, and g.

a. Bilabial plosives: p (unvoiced) and b (voiced)

b. Alveolar plosives: t (unvoiced) and d (voiced)

c. Velar plosives: k (unvoiced) and g (voiced)

In other languages, we find labiodental, palatal, uvular, pharyngeal, and glottal plosives as well, and retroflex plosives, which involve reaching back to the palate with the corona of the tongue.

In many languages, plosives may be followed by **aspiration**, that is, by a breathy sound like an h. In Chinese, for example, there is a distinction between a p pronounced crisply and an aspirated p. We use both in English (pit vs poo), but it isn't a distinction that separates one meaning from another.

Fricatives involve a slightly resisted flow of air. In English, these include f, v, th, dh, s, z, sh, zh, and h.

a. Labiodental fricatives: f (unvoiced) and v (voiced)

b. Dental fricatives: th (as in thin -- unvoiced) and dh (as in the -- voiced)

c. Alveolar fricatives: s (unvoiced) and z (voiced)

d. Palatal fricatives: sh (unvoiced) and zh (like the s in vision -- voiced)

e. Glottal fricative: h (unvoiced)

Affricates are sounds that involve a plosive followed immediately by a fricative at the same location. In English, we have ch (unvoiced) and j (voiced). Many consider these as blends: t-sh and d-zh.

Nasals are sounds made with air passing through the nose. In English, these are m, n, and ng.

m, bilabial nasal

n, alveolar nasal

ng, velar nasal

Liquids are sounds with very little air resistance. In English, we have l and r, which are both alveolar, but differ in the shape of the tongue. For l, we touch the tip to the ridge of the teeth and let the air go around both sides. For the r, we almost block the air on both sides and let it through at the top. Note that there are many variations of l and r in other languages and even within English itself!

Semivowels are sounds that are, as the name implies, very nearly vowels. In English, we have w and y, which you can see are a lot like vowels such as oo and ee, but with the lips almost closed for w (a bilabial) and the tongue almost touching the palate for y (a palatal). They are also called glides, since they normally "glide" into or out of vowel positions (as in woo, yeah, ow, and oy). In many languages, such as Russian, there is a whole set of palatalized consonants, which means they are followed by a y before the vowel. This is also called an on-glide.

2.2.3 Vowels

There are about 14 vowels in English. They are the ones found in these words: beet, bit, bait, bet, bat, car, pot (in British English), bought, boat, book, boot, bird, but, and the a in ago. There are also three diphthongs or double vowels: bite, cow, and boy. Diphthongs involve off-glides.: You can hear the y in bite and boy, and the w in cow. Actually, the sounds in bait and boat are also diphthongs (with y and w off-glides, respectively), but the first parts of the diphthongs are different from the nearby sounds in bet and bought.

Vowels are classified in three dimensions: The height of the tongue in the mouth, low, mid, or high;how far forward or backward in the mouth the tongue rises : front, center, or back;how rounded or unrounded the lips are.The front vowels are unrounded the center and back vowels are rounded

The rounding idea may seem unnecessary until you realize that many languages have rounded front vowels -- such as the German ü and ö and the French u and eu -- and many have unrounded back vowels -- such as the Japanese u. If you took French in high school, you may remember the teacher telling you to say tea with your lips rounded for French tu. It isn't the best way to teach the sound, but it shows you where it fits in the scheme.

There is one more dimension that doesn't have much to do with English, but is essential in many languages, and that is vowel length. Vowels can be short or long, and it is just a matter of how long you continue the sound. The closest we get in English is that the vowel in beet is longer (as well as higher) than the vowel in bit. The same goes for boot and book, and for caught and the British pot. In some languages, such as French, there is another quality to vowels, and that is **nasality**. Some vowels are pronounced with airflow through the nose as well as the mouth. Originally, these were simply vowels followed by nasal consonants. But over time , the French blended the vowels and the nasals into one unit.

http://webspace.ship.edu/cgboer/phonetics.html

2.3 Phonology

Phonology is one of branches of linguistics which concerns about the sound system in particular language. It derives from the Greek 'phone' and 'logos'. 'Phone' means sounds or voices, while 'logos' means words or speech. It is a subfield of linguistics

closely associated with phonetics. Whereas phonetics is about the physical production and perception of sounds of speech, phonology describes the way sounds function - within a given language or across languages. For example, /p/ and /b/ in English are distinctive units of sound, (i.e., phonemes.) We can tell this from minimal pairs such as "pin" and "bin", which mean different things, but differ only in one sound. On the other hand, /p/ is often pronounced differently depending on its placement relative to other sounds or its position within a word, yet these different pronunciations are still considered o be the same phoneme.

In addition to the minimal meaningful sounds—the phonemes—phonology is concerned with how sounds alternate, as well as issues like syllable structure, stress, accent, and intonation. One example of what a phonologist might study is how the /t/ sounds in the words tub, stub, but, and butter are all pronounced differently, yet are all perceived as "the same sound."

The principles of phonological theory have also been applied to the analysis of signed languages, with gestures and their relationships as the object of study.

2.3.1 Phonemes and spelling

The writing systems of some languages are based on the phonemic principle of having one letter (or combination of letters) per phoneme and vice-versa. Ideally, speakers can correctly write whatever they can say, and can correctly read anything that is written. (In practice, this ideal is never realized.) However in English, different phonemes can be spelled the same way (e.g., good and food have different vowel sounds), and the same letter (or combination of letters) can represent different sounds (e.g., the "th" consonant sounds of thin and this are different). In order to avoid this confusion based on orthography, phonologists represent phonemes by

writing them between two slashes: " / / " (but without the quotes). On the other hand, the actual sounds are enclosed by square brackets: " [ ] " (again, without quotes). While the letters between slashes may be based on spelling conventions, the letters between square brackets are usually the International Phonetic Alphabet (IPA) or some other phonetic transcription system

Looking for minimal pairs forms part of the research in studying the phoneme inventory of a language. However, with this method it is often not possible to detect all phonemes, so other approaches are used as well. A minimal pair is a pair of words, both from the same language, that differ by only a single phoneme, and that are recognized by speakers as being two different words.

When there is a minimal pair, then those two sounds constitute separate phonemes, otherwise they are called allophones of the same underlying phoneme. For instance, voiceless stops (/p/, /t/, /k/) can be aspirated. In English, word initial voiceless stops are aspirated, whereas non word-initial voiceless stops are not aspirated (This can be seen by putting your fingers right in front of your lips and notice the difference in breathiness as you say 'pin' and 'spin'). There is no English word 'pin' that starts with an unaspirated p, therefore in English, aspirated [p^h] (the [^{h}] means aspirated) and unaspirated [p] are allophones of an underlying phoneme /p/.

2.3.2 Syllable structure

The general structure of a syllable consists of the following segments: **Onset** (obligatory in some languages, optional in others);**Rime Nucleus** (obligatory in all languages); **Coda** (optional in some languages, highly restricted or prohibited in others).In some theories of phonology, these syllable structures are displayed as tree diagrams (similar to the trees found in some types of syntax).

The syllable nucleus is typically a sonorant, usually a vowel sound, in the form of a monophthong, diphthong, or triphthong, but sometimes including consonants like [l] and [r]. The syllable onset is the sound(s) occurring before the nucleus, and the syllable coda is the sound(s) occurring after the nucleus. A rime consists of a nucleus and a coda.

Generally, every syllable requires a nucleus. A coda-less syllable of the form V, CV, CCV, etc. (i.e. a sequence of any number of consonants + a syllabic sonorant, usually a vowel) is called an open syllable, while a syllable that has a coda (VC, CVC, CVCC, etc.) is called a closed syllable (or checked syllable). All languages allow syllables with empty codas (open syllables).

A heavy syllable is one with a branching rime or a branching nucleus. In some languages, heavy syllables include both CVV (branching nucleus) and CVC (branching rime) syllables. In other languages, only CVV syllables (ones with a long vowel or diphthong) are heavy, while CVC and CV syllables are light syllables. In moraic theory,heavy syllables are said to have two moras, while light syllables are said to have one.

In some languages, including English, a consonant may be analyzed as acting simultaneously as the coda of one syllable and the onset of the next, a phenomenon known as ambisyllabicity.

2.4 Reduction

Reduction is the natural tendency to NOT produce the same or similar consonant articulation twice. In the combination of the words "bad dog", for example, a native speaker would not pronounce both the ending [d] of "bad" as well as the beginning [d] of "dog"; rather, a reduction would take place in which the ending [d] of "bad" is

simply not pronounced and the two written words become a two-syllable chain that would sound like [ba dog]. Naturally, on pronouncing each of these words on their own, it would be clear that the [d] of "bad" is missing; however, on combining the words into a chain the pronunciation sounds correct. This is also much less work for the tongue, not having to click twice on the hard palate to create a double [d] sound . It is in many cases this natural reduction that native speakers carry out without thought that contributes to students' not understanding spoken English. They expect to hear two clear, distinct [d]s in "bad dog" and the lack of one just doesn't ring a bell with what they have learned and practiced. In the case of "Miss Stewart", if both of the [s] sounds are pronounced, we end up addressing an unmarried woman as if she were married: [Miss estewart] (Mrs Stewart).

2.5 Stress

In linguistics, stress is the relative emphasis given to certain syllables in a word. The ways stress manifests itself in the speech stream is highly language dependent. In some languages, stressed syllables have a higher or lower pitch than non-stressed syllables — so-called pitch accent (or musical accent). There are also dynamic accent (loudness), quantitative accent (full vowels), and qualitative accent (length, known in music theory as agogic accent). Stress may be characterized by more than one of these characteristics. For instance, stressed syllables in English have higher pitch, longer duration, and typically fuller vowels than unstressed syllables, as well as being dynamically louder. Stressed syllables in Russian are broadly similar, but have lower rather than higher pitch. Contrasting with these, stressed and unstressed vowels in Spanish share the same quality, and the language has no reduced vowels like English or Russian.

The possibilities for stress in tone languages is an area of ongoing research. Stressed syllables are often perceived as being more forceful than non-stressed syllables. Research has shown, however, that although dynamic stress is accompanied by greater respiratory force, it does not mean a more forceful articulation in the vocal tract.

2.6 Intonation

Intonation, in linguistics, is the variation of pitch when speaking. Intonation and stress are two main elements of linguistic prosody.
Many languages use pitch syntactically, for instance to convey surprise and irony or to change a statement to a question. Such languages are called intonation languages. English is a well-known example. Some languages use pitch to distinguish words; these are known as tonal languages. Thai is an example. An intermediate position is occupied by languages with tonal word accent, for instance Norwegian.
Rising intonation means the pitch of the voice increases over time; falling intonation means that the pitch decreases with time. A dipping intonation falls and then rises, whereas a peaking intonation rises and then falls.
The classic example of intonation is the question/statement distinction. For example, northeastern American English has a rising intonation for echo or declarative questions (He found it on the street?), and a falling intonation for wh- questions and statements. Yes/no questions often have a rising end, but not always. The Chickasaw has the opposite pattern, rising for statements and falling with questions. Dialects of British and Irish English vary substantially (Grabe 2004,[1]), with rises on many statements in urban Belfast, and falls on most questions in urban Leeds.

2.7 Transcription

In the International Phonetic Alphabet, "global" (that is, clause-level) rising and falling intonation are marked with the arrows [↗] and [↘]:

He found it on the street?

[hi faʊnd ɪt ɑn ðə stɹit↗]

Yes, he found it on the street.

[jɛs↘ hi faʊnd ɪt ɑn ðə stɹit↘]

http://linguisticsearth.blogspot.com/2006/01/essay-phonology-and-its-content.html

CHAPTER III

GAMES AND FUN ACTIVITIES

3.1 MINIMAL PAIRS

Minimal pairs are pairs of words that have one phonological element that is different.

Example:

Bat – Bet
/bæt/ - /bɛt/

In the above case, the vowel sound of both words is the different phonological element.Practicing minimal pairs can help students localize the often minute differences in pronunciation between one word and another. It also helps students practice the finer elements of common muted vowel sounds which are common to English vowel production. The following lesson provides a lesson outline with a handout minimal pairs sheet.

PROCEDURE:

- Write examples of minimal pairs on the board. If students have learned the IPA, it is a good idea to employ the phonetic transcriptions of the words on the board.
- Demonstrate the correct pronunciation of the minimal pairs written on the board.
- Elicit students to give examples of other words which use the same changing phonemes.Example: bat – bet (written on board) student: “cat – kept”

- It is a good idea to accept more than one phonological difference as long as the target phoneme has been reproduced.
- Distribute minimal pair sheet.
- For lower levels: Reproduce the minimal pairs in chorus by first giving the example and then having students repeat together.
- For upper levels: Have students work in pairs taking turns reproducing the minimal pairs.
- Repeat as many times as you feel necessary.
- Added activity: If students are proficient in the IPA, have students transcribe the

  minimal pairs as a means of strengthening their knowledge of the IPA.

bat	**m**at
cat	**s**at
hat	**th**at
wet	**w**ait
hair	**f**air
tall	**b**all

http://esl.about.com/library/lessons/blminimal.htm minimalpairs

3.2 TONGUE TWISTERS

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. Try them yourself. Try to say them as fast as possible, but correctly!

/p/

Peter Piper picked a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, the peck of pickled peppers Peter Piper picked?

/ʃ/

She sells sea shells by the sea shore. The shells she sells are surely seashells. So if she sells shells on the seashore, I'm sure she sells seashore shells.

/b/

Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

/θ/

I thought a thought.
But the thought I thought wasn't the thought I thought I thought.
If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.

/n/

Nine nice night nurses are nursing nicely

http://www.indianchild.com/tongue_twisters.htm

3.3 JAKE THE SNAIL

Players: two ro more

Sounds covered: (-ea-, -ay-,-igh-,-ea-,-oo-,-a-,-e-)

Extra resources: Counters and dice

RULES:

- Take it in turns to roll the dice and move around the board.
- Collect word with particular long vowel phonemes(see rules below).
- To collect a word, players must say it out loud and write it down.
- The first player to collect their set number of words and land on *Finish* wins !

TIP

Before playing students, could write out a “score sheet” heading colums with the vowel sounds they need to collect.

RULES A

Before reaching *Finish* players collect one word of each long vowel sound (5 – 6 words). Players go backwards from *Finish* if they don’t have the full set.

RULES B

Before reaching *Finish,* players collect four–ea- and four –oo- words.(or vary the sounds to suit).Players go backwards from *Finish* if they don’t have the full set.

RulesC

When a player lands on a word, the next player must think of a word with the same sound (preferably one which isn't already on the board). All players should write this word down. If they can't think of a word, they miss a turn. The first player to reach Finish wins!

http://www.bbc.co.uk/schools/wordsandpictures/longvow/print/snakegam.shtml

* Jake the snail gameboard (See Appendix 1)

3.4 FINAL PHONEME *ck*

Words and Pictures

Scrapbook 1 Final phoneme **ck**

Word Search.

Read these words. Find them in the word search and put a ring round them. They may be written forwards, up, down or diagonally.

luck trick chick sock duck deck wreck attack clock pick sack pack crack back block thick kick shock black brick

w	r	e	c	k	f	w	a	s	n	l	s
t	l	r	l	c	p	i	t	g	k	r	o
h	u	t	t	i	k	p	t	c	h	i	c
i	c	m	u	k	v	s	a	c	k	m	k
c	k	o	c	t	p	b	c	c	n	h	t
k	m	e	b	r	i	c	k	e	k	n	p
s	d	s	l	i	a	c	f	c	d	k	m
d	c	u	o	c	r	a	c	k	c	l	g
c	h	i	c	k	y	d	p	u	n	s	b
r	u	t	k	k	u	b	l	a	c	k	o
e	w	c	l	o	c	k	b	p	i	c	k
f	s	h	o	c	k	l	o	t	e	c	k

http://www.bbc.co.uk/schools/wordsandpictures/clusters/print/scrap/1.shtml

3.5 PRONUNCIATION: / ʒ / - / ʃ /

PROCEDURE:

- Read these words and pay attention to its pronunciation:

- ʃ : she - sure - short - nationality - sugar - tissue - shop - finish - washing - push - machine - ship - crash - shirt

- ʒ : television - unusual - usually - revision - measure

coverage - thanks - pleasure - shoe - garage - teacher - wash - soldier - casual - picture - kiss - station - stop - question - watch - children - box

- There are three words in the box with this sound: ʃ

- shoe _____ _____

- There are three words in the box with this sound: ʒ

. – pleasure _____ _____

http://club.telepolis.com/phonetics/indexa.html pronunciation ʃ ʒ

3.6 CLUSTER BUSTER

Players : 2 or more

Sounds covered : Initial s blends *st, sc, sm, sp, sn, sw, sk, sl*

PROCEDURE:

-Put the game board sheet on card and cut out the round board and the arrow. You need to mount the arrow on the board so that it can spin freely: *For vertical use* - pin the board to a notice board and fix the arrow on loosely with a drawing pin.

For horizontal use - stick a piece of cork on the centre of the board and fix the arrow to this with a drawing pin.

How to play

The picture cards are shared out equally between all the players. Players take it in turn to spin the arrow on the game board. Any player that has a picture card which corresponds to the cluster indicated by the arrow can put the card back in the middle.

The winner is the first to get rid of all their cards. Why not extend this game by asking the students to make up some new cards, or make a new game featuring another group of blends (eg cl, fl, gl, pl)?

www.bbc.co.uk/schools/wordsandpictures/clusters/print/buster/gameb.shtm

*** Cluster buster gameboard and Cluster buster cards (See Appendix 2,3 and 4)**

3.7 ODD WORD OUT

It’s a game in which the teacher presents a group of words, and the student determines which word is the odd one that doesn't belong with the others. (e.g. zveed, bead, pill, seed)

Write the word with a different sound:

. æ ……..cat - bag - hand - dark - bad

. ʌ ……money - mother - home - some - nothing

. e ……video - pencil - tennis - men - bed

. ɪ ……think - field - this - Italy - big

. eɪ ……name - orange - train - plane - they

. aɪ ……...five - like - live - fine - nice

http://club.telepolis.com/phonetics

3.8 FINAL PHONEME *ll*

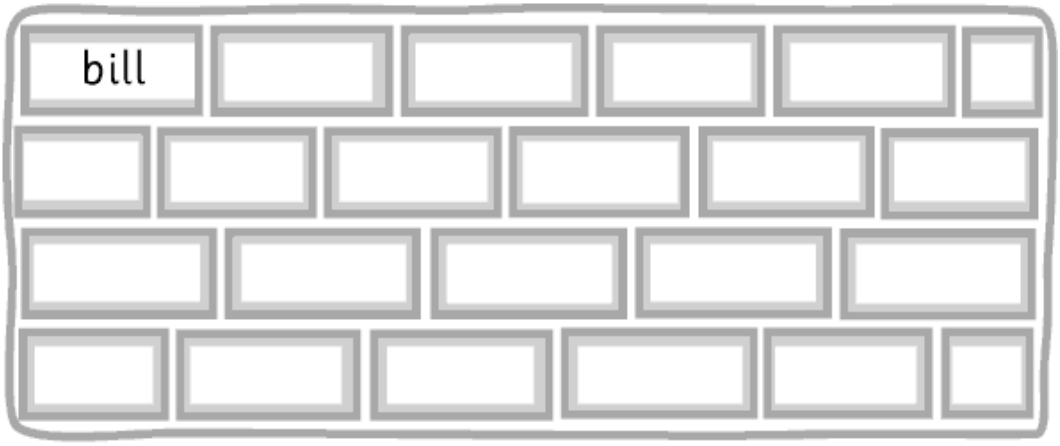
Words and Pictures final ll

Write your own poem – ill

a b c d e f g h i j k l m n o p q u r v u w x y z

sm st thr sp br sk fr sw tr shr

Go through each letter of the alphabet and see which letters you can put in front of 'ill' to make a real word. Write the words on the word wall. Then do the same with each blend making sure each word makes sense.



Choose two words to make a silly sentence.

e.g. Jill went up the hill.

.....

Now write two lines with an 'ill' word at the end of each to make your poem.

e.g. Jill went up the hill.
to go to the mill.

.....

.....

Can you make an even longer poem using the words on the wall?
Try the same thing using 'all' and 'ell'.

.....

http://www.bbc.co.uk/schools/wordsandpictures/clusters/print/poem/2.shtml

3.9 THE BELL GAME

Activity: Competitive bell game in small groups

This game challenges students to pronounce target lesson words correctly in a competitive game. You'll need a deck of cards that contains each target word for the lesson(s), and two small bells. The goal of the activity is given a written regular word, the student can say the word with authomaticity.

PROCEDURE:

-Divide students into two teams.

-Have the first player from each team come up to a desk at the front of the room.

-Place two bells on the desk, one for each player.

-Use the following introduction: Today we are going to play The Bell Game. When I show you a word card, the first person to ring her bell and read the word correctly gets one point for her team.

-Make sure that you read the word before you ring your bell. If you ring your bell, but cannot read the word immediately, within one second, your team will lose a point. Therefore, it is important that you read the word silently before you hit your bell.

-If you read the word incorrectly, the player on the opposite team gets a chance to read the word, but this time for two points instead of one.

-If both players miss the word, call on someone else in the class to give the players a hand. In this scenery, no points are awarded.

-Have a new set of players come to the board every round or every other round.

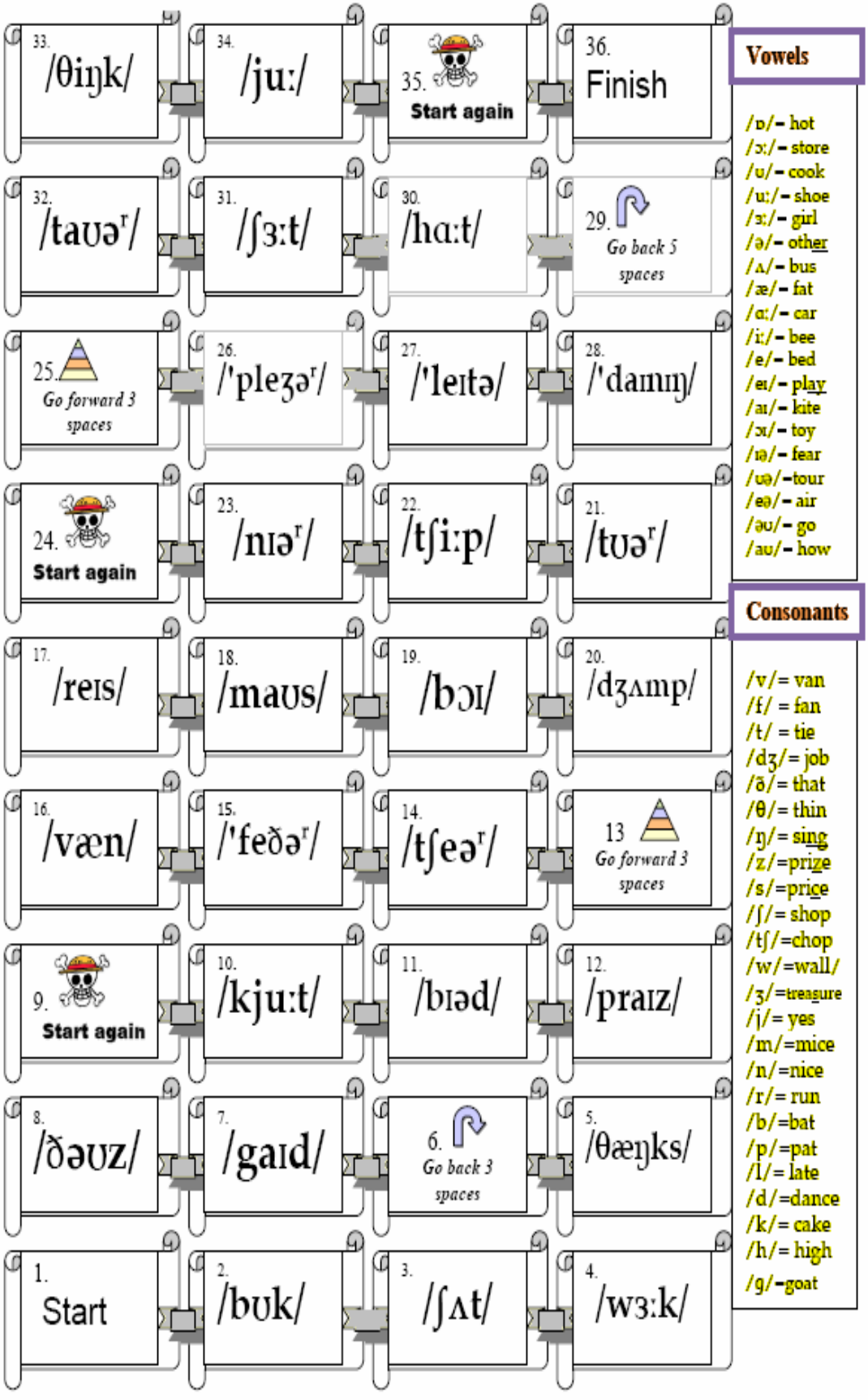
http://esl.about.com/od/childrenslessonplans/a/bellgame.htm

3.10 PRONUNCIATION BOARD GAME

How to play:

Roll the dice and advance according to the number that shows on the dice. When a player lands on a space s/he has to decode the phonetic symbol first by reading the word and then by trying to spell the word. If correct, the player advances after the other player

has taken a turn. If wrong the player looses a turn . If a player lands on a box with instructions, s/he follows the instructions. The first person to get to finish wins.



3.11 HUMMING.

PROCEDURE:

Put students in pairs. Give student A a list of questions or statements. Give student B a list of replies. Student A should hum the *intonation patterns* of his utterances. Student B should reply with the correct response. We like to make sure that all of the sentences have the same number of syllables so that Student B really has to listen to the intonation to get the sentence. Example utterances:

Student A	**Student B**
I like pizza, pickles, and chips. (list intonation)	Not all together, I hope.
Would you prefer coffee or tea? (choice intonation)	Tea, please.
Would you like some ice cream and cake? (double-rising intonation)	No, thank you. I'm not hungry.
Next week we are flying to Rome. (falling intonation)	Really? How long will you be there?
Is he going to the dentist? (rising intonation)	Yes. He has a toothache.

http://www.soundsofenglish.org/tips.htm#humming

3.12 IPA SYMBOL CARD GAME

Aim: Introduction of International Phonetic Alphabet (IPA) symbols

Activity: IPA induction and follow-up IPA card game

The IPA (International Phonetic Alphabet) can be a very useful tool for improving pronunciation. Instead of relying on the teacher for the correct pronunciation, students can look up words and, with an understanding of IPA, decipher the correct .pronunciation.

PROCEDURE:

- Begin introduction slowly by introducing students to a few symbols at a time.
- Draw symbols and example words on the board (this introduction should go slowly and take place over a number of lessons).
- Have students think of example words for each symbol.
- Distribute IPA symbol cards, giving 1 to each student.
- Students walk around the room exchanging cards. Each student shows the symbol side of the card to his/her fellow student while saying the word out loud.
- Students exchange cards and go to meet another student etc.

*** IPA symbol cards (See Appendix 5)**

http://esl.about.com/library/lessons/blipacards.htm

3.13 HOMONYMS CROSSWORD

PROCEDURE:

Complete the crossword according to the instructions below.

Across

3. A travel word that rhymes with ISLE.
5. A time word that rhymes with KNIGHT (soldier).
6. A place word that rhymes with SIGHT.
7. A number word that rhymes with SOME.
9. An insect that rhymes with BE.
10. A sound word that rhymes with ALLOWED.
12. A transportation word that rhymes with RODE.
13. A golf related word that rhymes with TEA.
14. A colour action word that rhymes with DIE.
15. A past simple word that rhymes with NEW.

Down

1. A ship related word that rhymes with SALES.
2. A money word that rhymes with SENT.
4. A number word that rhymes with ATE.
6. A water related word that rhymes with SEE.
7. A movie and drama word that rhymes with SEEN.
8. Something we eat that rhymes with MEET.
9. An animal word that rhymes with BARE (naked).
11. An animal name that rhymes with DEAR.
12. A colour that rhymes with READ (past simple of READ).
16. An adjective that rhymes with WEEK.

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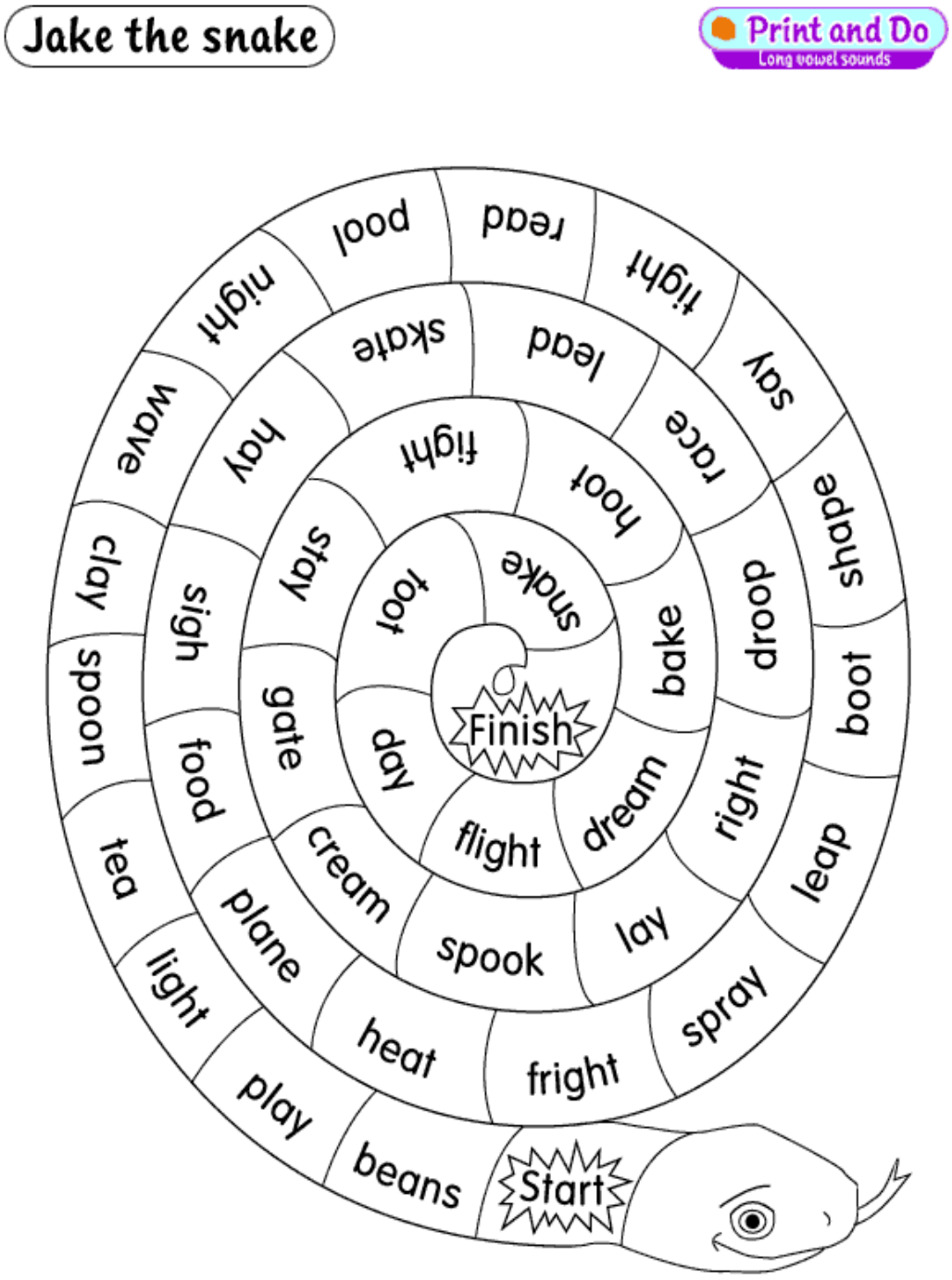
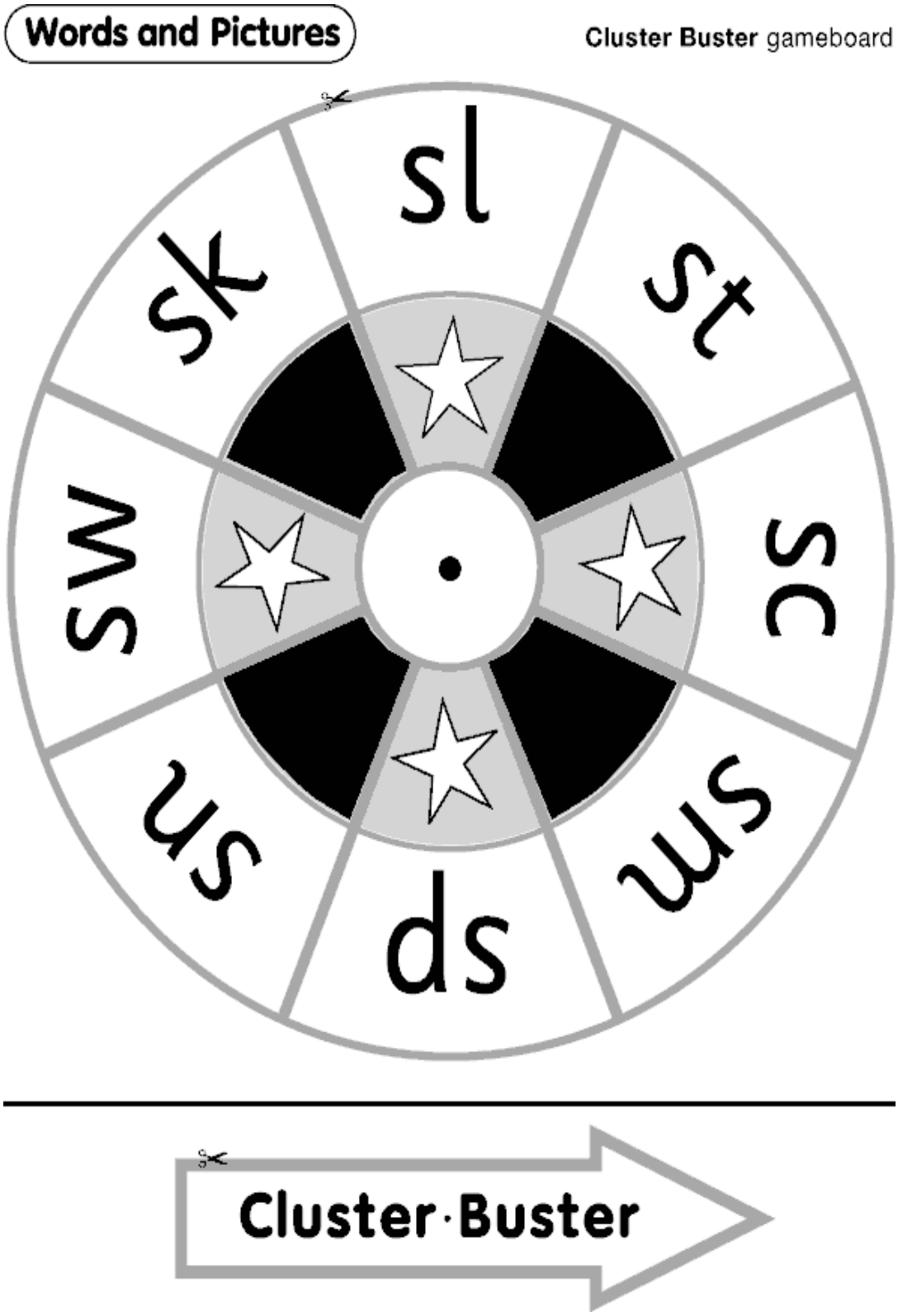
Appendix

APPENDIX 1



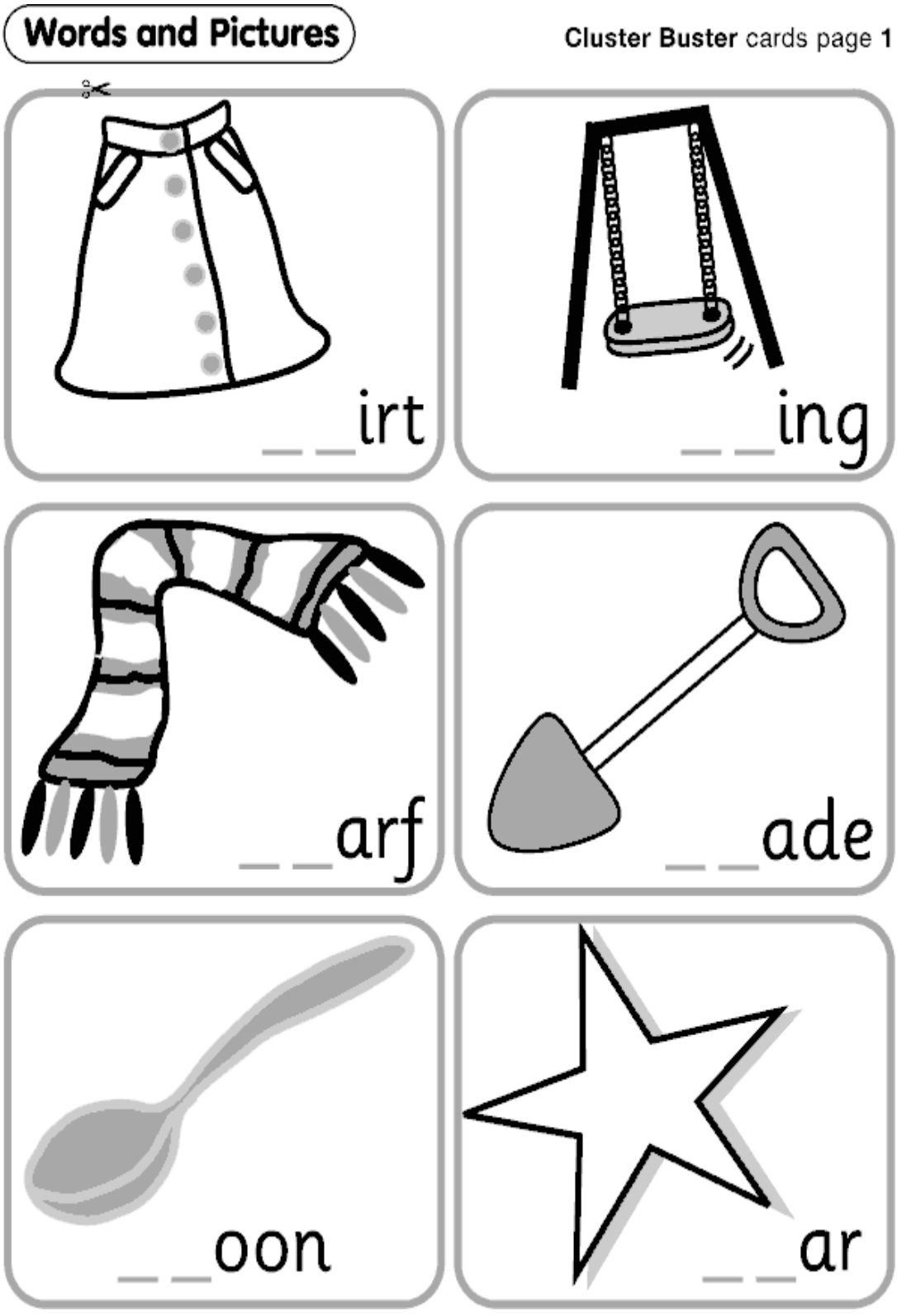
http://www.bbc.co.uk/schools/wordsandpictures/longvow/print/snakegam.shtml

APPENDIX 2



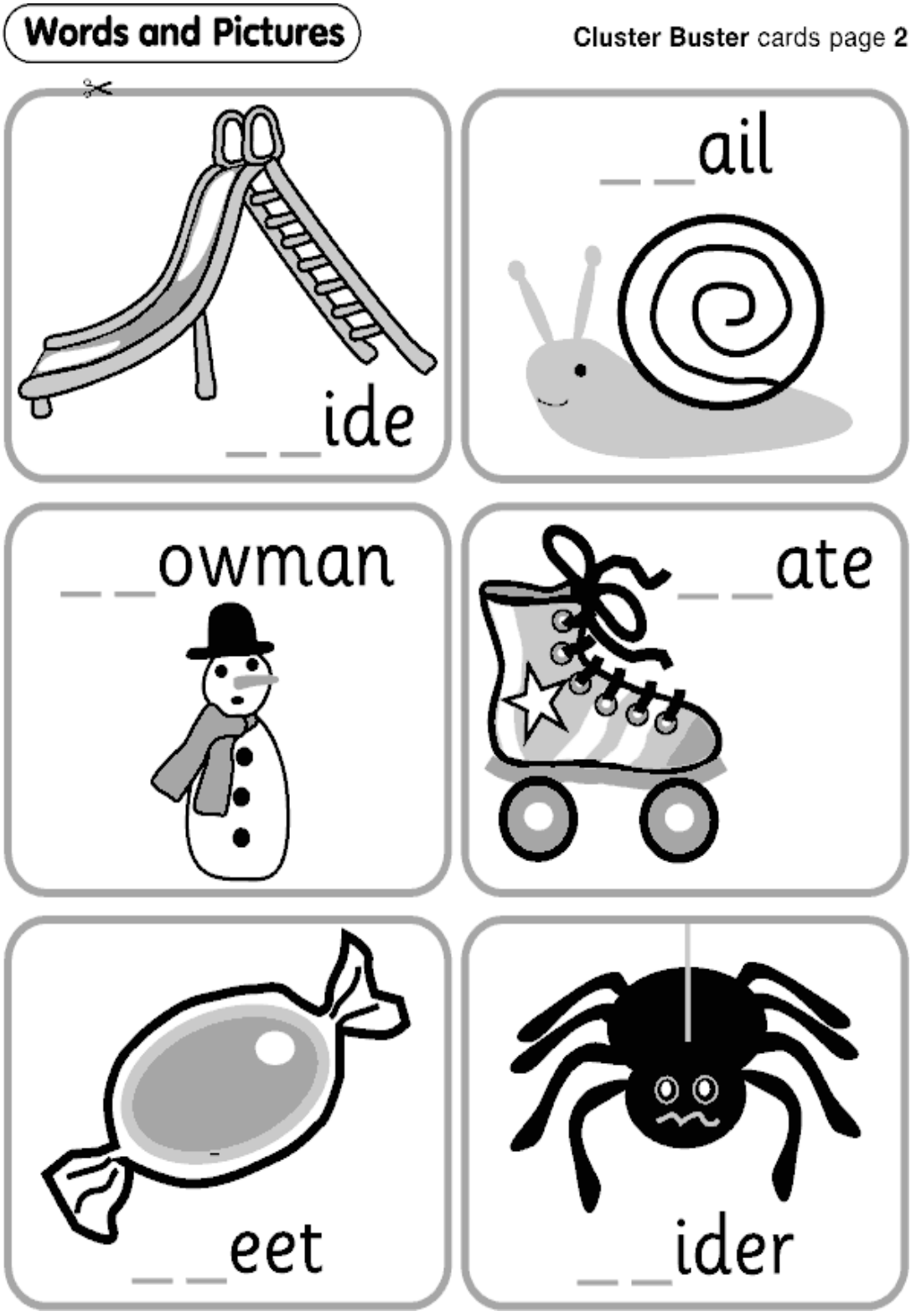
www.bbc.co.uk/schools/wordsandpictures/clusters/print/buster/gameb.shtm

APPENDIX 3



www.bbc.co.uk/schools/wordsandpictures/clusters/print/buster/cards1.shtml

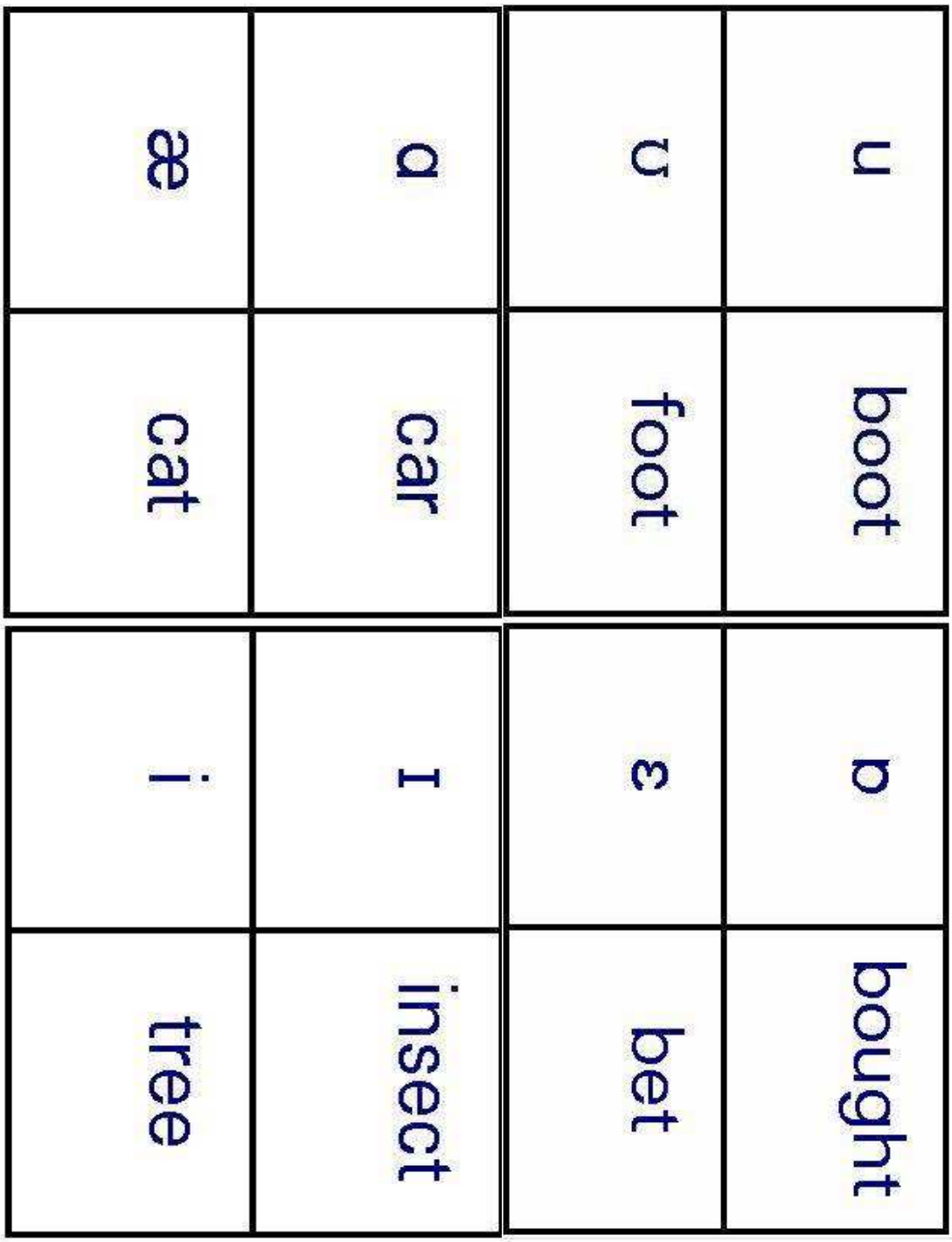
APPENDIX 4



www.bbc.co.uk/schools/wordsandpictures/clusters/print/buster/cards2.shtml

APPENDIX 5

IPA SYMBOL CARDS



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