

Pronunciation Games Workshop

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Questions to consider for every game/task:

- Can/Should this be done individually, in pairs, or in groups?
- How much preparation time is required?
- Is the task recyclable? If I make materials, can I re-use them?
- Roughly how long will it take to a. Set up b. Give instructions c. Do the task?
- Is the task relevant to current studies? Can it be modified to fit current studies?
- Is it easy to implement, or are there difficulties for you the teacher? What problems might you encounter for the students, and for you the teacher?

Mouth the Word

articulator recognition

1. Start by writing two words on the board, such as 'yes' and 'no'. The teacher should simply mouth the words silently. Students (Ss) should call out which word you are mouthing.
2. Increase the difficulty: put up two new words that are similar, e.g. 'giraffe' and 'July'. Again, have the Ss call out which is which.
3. Choose two new words, but this time have a student mouth the words, then another – two examples should suffice.
4. Have a pre-made list of pairs of similarly mouthed words, and then have the Ss in pairs or small groups test each other. The mouthing must be silent! The teacher should walk around monitoring and helping – try not to interfere, help when necessary.
5. If possible, use a few or some of the words recently learned, or words the students are going to learn – testing their ability to read and say unknown words.

Tongue Twister

same sound challenge

1. *Without writing anything*, the teacher says a phrase or sentence two or three times.

Examples:

Harry has a helicopter!

Change your trousers!

2. Have the Ss repeat these phrases/sentences chorally, and individually.
3. Get one of the Ss to write that phrase or sentence on the board, as a mini-dictation exercise.
4. Expand the activity into a longer dication task, or simply practice a particular sound your Ss have problems with.

Shadowing

quiet sound recognition, intonation and sentence stress and practice

1. Select a short text, two or three sentences, preferably something recently learned or a part of the day's lesson.
2. Select one student to read those sentences; however, tell them to continue reading and ignore you the teacher. As soon as the student starts reading, you should read the sentences too, always behind the reader by a second or two, and literally follow the reader in a low voice/whispering. The student will probably stop, but tell them to ignore you and continue reading.
3. Ask another student to do the same thing, select other sentences, and the teacher shadows the student again, in a low voice, copying the student who is reading – always behind the reader.
4. Teacher now explains to the class that this is an activity to practice pronunciation – listen, copy and follow the speaker. Explain this can be done in class, or at home listening to a CD, YouTube, TV etc. The purpose is to mimic the speaker, and improve your pronunciation.
5. Now, in plenary: the teacher reads a longer text, and the whole class shadows, in a low voice/whisper, copying the teacher's voice as closely as possible.
6. As a homework: the Ss can shadow a TV programme, in English. Or, they can shadow a listening activity from their textbook.

Sound Hunt

associate sounds with spelling

1. Choose a particular sound, consonant or vowel. Have the Ss hear it, and see it in a variety of words in order to associate the sound with how it is spelt.
Example: /ʌ/ - umbrella, cup, one, sun
2. Select an appropriate text that is a part of your syllabus, or related to a current subject or past (review), then have the Ss go through the text finding any words with the sound /ʌ/. To be more focused, tell the Ss exactly how many words there are containing that sound.
3. Ss can compare what they have found with a partner or a group.
4. Be prepared to provide definition of any unknown words containing that sound. Other unknown words are not relevant in this task – Ss should focus on one thing at a time.
5. The teacher shows the class all the words with that target sound.
6. Choral repetition as well as individual.

Syllable Hunt

find words with a particular number of syllables

1. Start by providing the class with about eight words related to a text recently read or taught, two with one syllable, two with two, two with three, and two with four syllables – mixed up.
Example: watch, become, wonderful, television, entertaining, mystery, funny, strange.
Allow the Ss time to process the words, think about and say them.
2. On the board, the teacher writes four columns numbered 1-2-3-4. Ask the Ss to put two of the eight words into each column. Why? Allow them to do it without explanation. If required, explain that is related to sound. Either you will hear the word 'syllable', or you may need to elicit it.
3. When explaining or reminding Ss of what a syllable is, make sure you use body language such as a fist – on top of another fist to count syllables. Make the task visual to be sure that the Ss are correctly counting the number of syllables.
Higher level Ss: explain that a syllable contains only one vowel sound.
Lower level Ss will be challenged by this.

4. Now provide the Ss with a recent or new text, and divide the class into groups: one group could search for one and three syllable words, the other group two and four (or more). Divide them like this in order to prevent simple word length – shorter versus longer: have them look for one type shorter, and one type longer.
To speed up the task provide the number of words for each column – 1-2-3-4 syllable words.
5. As a final task, have the Ss select which words were more difficult to read/count the number of syllables. Assign these words as a homework to review because they were more difficult to notice/read.

Homophones (same sound, different spelling)

Homonyms (same sound/spelling, different meaning)

mnemonics

1. Select a particular sound your Ss may be practising or having difficulty with.
2. Search the internet for already made sentences, rhymes, or phrases, or create your own.

Examples:

- Can you **see** the **sea**?
 - You should **phone** your **friend**.
 - **No**, I don't **know**!
 - The **nurse** is helping the **bird**.
 - **Go** and **row** your **boat**.
3. If possible, provide pictures to assist with the phrases/sentences, or use body language to act them out. Try chanting these to add rhythm. Ss can clap their hands, or stamp their feet on the *content* words.
 4. Have the Ss try to memorise these for homework – test the Ss in the next class – make sure they use correct stress and rhythm.

Simple Sound Maze – Elementary (Pronunciation Games – Hancock)

Follow the same sound

1. The teacher should select a particular sound the Ss need to review or learn, such as /i:/. Using your own choice requires making a maze that could take up to 15 minutes to create, but is reusable. Alternatively, use the maze from the book.
2. Give the Ss a few examples of the sound within words (not found in the maze) so that they know what to look/listen for.

Example:

- cheat, chime, sheet, shine. = /i:/ vs /ai/
3. Handout the mazes to pairs, or individuals, and have them follow the trail of the target sound.
 4. Finally, go through the words not to followed, demonstrating why they are *not* correct in comparison to those that are correct.

Linking Sound Maze – **Intermediate** (Pronunciation Games – Hancock)

Follow the linking sound

1. Teacher shows students three words: try – two – four; then, the teacher demonstrates how each word ends with your mouth in a particular way: try ends in /aɪ/, two ends in /u:/, and four ends in /ɔ:/.
It's important to emphasise this, show your mouth clearly with the shape of these sounds. Freeze your mouth in these positions.

Teacher has the Ss copying: loud and clear.

2. Teacher now, briefly, explains that in those frozen positions, a new sound can naturally be made following them:

/aɪ/ to /j/ /u:/ to /w/ /ɔ:/ to /r/

Repeat this two sounds one after the other – Ss do the same, chanting, “ai-j”, u:-w, ɔ:-r”! x3 – Clap your hands!

3. Teacher now shows the Ss the following words on the board:

try again two apples four oranges

Teacher now selects Ss individually to read both words, quickly. See if they can naturally link the words /traɪ.jə.gen/, /tu:.wæ.pəlz/, /fɔ:.rɒ.rən.dʒɪz/.

If they do say link the words correctly, “Good!”, if not, point to the linking sound on the board, and say only the part of the link starting with the linking sound:

Teacher: Try again! /traɪ.jə.gen/

Student: /traɪ. əgen/

Teacher: (Point to /j/) /jə.gen/, /jə.gen/. (Click your fingers/clap your hands to the rhythm)

Student: /jə.gen/

Teacher: Again!

Student: /jə.gen/

Teacher: Good! Everybody! /jə.gen/ (Clap)

Students: /jə.gen/

Teacher: /jə.gen/ (Clap)

Students: /jə.gen/

Teacher: Everybody! (Try again) “/traɪ.jə.gen/”!

Students: /traɪ.jə.gen/

Now do the same for the other two pairs of words, two apples, four oranges.

4. Now the teacher hands out the photocopy from the book Pronunciation Games, Linking Sound Maze. Ss should have one copy each, but make sure the Ss work in pairs or small groups to carry out the task. Teacher should walk around, monitoring and helping where needed. Encourage the Ss to speak out loud, to emphasise and stress sounds.
5. As a homework, as the Ss to come up with a list of other words that link in the same way.