

Sylvie Doláková

Pronunciation

Tips and Tricks

for Teachers of Young Learners



Why is pronunciation important for learners?

- To be understood
- To understand each other

Why is pronunciation important for the teacher?

- Good model
- Efficient pronunciation techniques
- Imitation of sounds
- Enjoyable, effective and beneficial exercises

hello

their

red
robot
very

oven

owl

wet

vet

finger

singer

singing

man - men

bag - beg

set - sat

gorilla

kangaroo

giraffe

canary

* Individual sounds
(phonemes)

*Phonetic transcription: Yes, or no?

- + precise imitation of a sound
- + confidence in speaking production
- + easier decoding in many words
- children learn both sound and written form
- too complicated to teach

!!! early start

!!! but only in a receptive way!

We should never ask children to **WRITE** transcription of words!

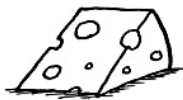
1 Say the words and colour the sounds

grey day
green tree
yellow yo-yo
brown mouse

orange sock
blue shoe
black sack
white kite

red bed
purple worm
pink pig

2 Continue to colour boxes according to the sounds



swe <u>a</u> ter	
th <u>i</u> s	
w <u>a</u> tch	
wh <u>o</u>	
th <u>e</u> y	
h <u>a</u> ve	
bird	
qu <u>i</u> et	
h <u>o</u> w	
ne <u>v</u> er	
ph <u>o</u> to	
ra <u>i</u> n	
ro <u>c</u> k	
ju <u>i</u> ce	
it	

th <u>o</u> se	
ca <u>t</u> ch	
h <u>e</u> r	
wh <u>a</u> le	
mo <u>v</u> e	
sh <u>e</u>	
g <u>i</u> ve	
ch <u>e</u> ese	
ro <u>a</u> d	
l <u>e</u> arn	
pa <u>n</u> da	
lo <u>u</u> d	
wh <u>e</u> n	
cho <u>o</u> se	
n <u>i</u> nth	

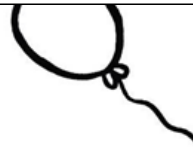
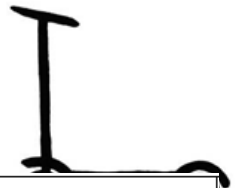
ti <u>r</u> ed	
wro <u>n</u> g	
th <u>a</u> t	
sh <u>o</u> ut	
th <u>e</u> se	
qu <u>i</u> ck	
w <u>o</u> rk	
ei <u>g</u> th	
to <u>w</u> n	
co <u>u</u> gh	
br <u>e</u> ad	
wh <u>y</u>	
sn <u>o</u> w	
ea <u>t</u>	
fi <u>r</u> st	























3 Now check together as a class

I

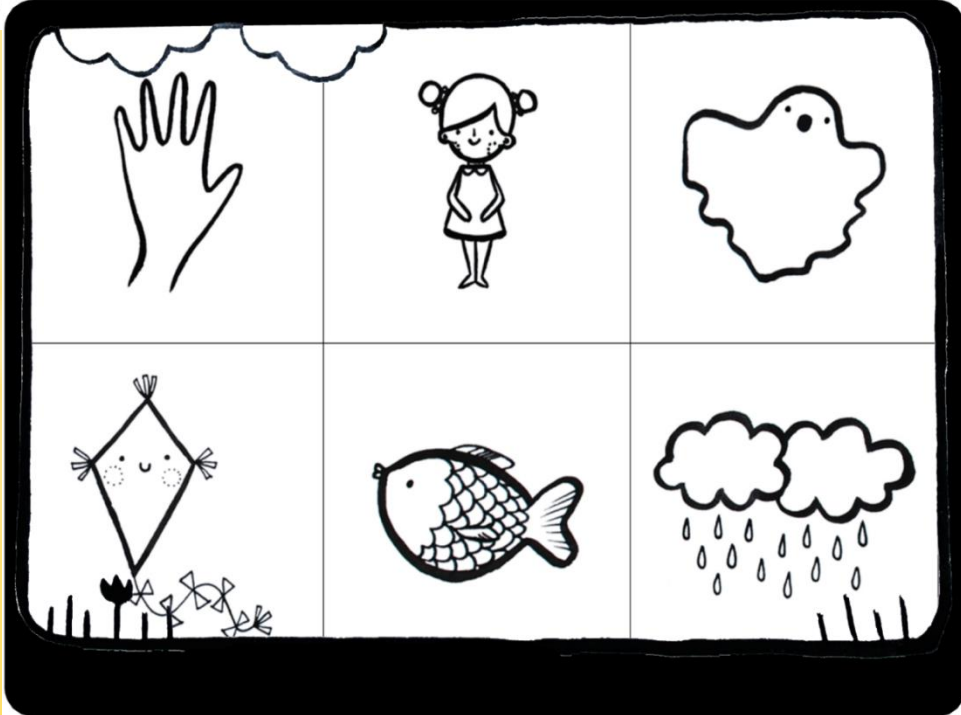
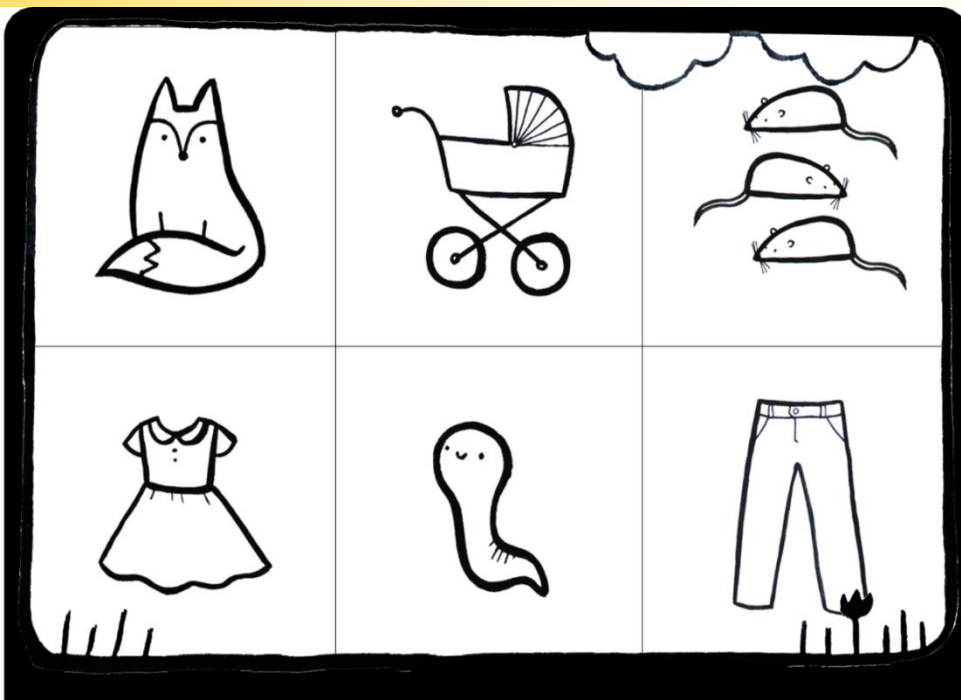
u:



*ColourPhonics

 i	 u:	 e	 i:	 b
 æ	 ɜ:	 aɪ	 eɪ	 ʊ
 ʊ	 ʊ	 ə	 ʌ	 ɔ:
 eɪ	 eɪ	 ɑ:	 ɔɪ	 eɪ

*Sound discrimination



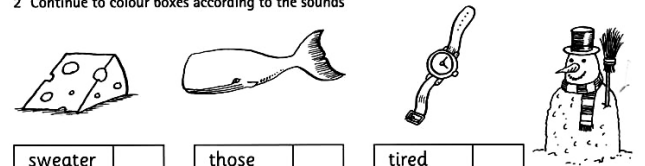
2.10 PRIMARY PRONUNCIATION

Fabulous Phonicolours 1

1 Say the words and colour the sounds

- | | | | | | |
|----------------------|--------------------------|---------------------|--------------------------|---------------------|--------------------------|
| grey <u>d</u> ay | <input type="checkbox"/> | orange <u>s</u> ock | <input type="checkbox"/> | red <u>b</u> ed | <input type="checkbox"/> |
| green <u>t</u> ree | <input type="checkbox"/> | blue <u>sh</u> oe | <input type="checkbox"/> | purple <u>w</u> orm | <input type="checkbox"/> |
| yellow <u>y</u> o-yo | <input type="checkbox"/> | black <u>s</u> ack | <input type="checkbox"/> | pink <u>p</u> ig | <input type="checkbox"/> |
| brown <u>m</u> ouse | <input type="checkbox"/> | white <u>k</u> ite | <input type="checkbox"/> | | |

2 Continue to colour boxes according to the sounds



<u>s</u> weater	
this	
<u>w</u> atch	
<u>wh</u> o	
<u>th</u> ey	
have	
bird	
quiet	
<u>h</u> ow	
never	
<u>ph</u> oto	
<u>r</u> ain	
<u>r</u> ock	
<u>j</u> uice	
it	

<u>th</u> ose	
<u>ca</u> ch	
<u>h</u> er	
<u>wh</u> ale	
<u>m</u> ove	
<u>sh</u> e	
give	
<u>ch</u> ease	
<u>r</u> oad	
<u>l</u> earn	
<u>p</u> anda	
<u>l</u> oud	
<u>wh</u> en	
<u>ch</u> oose	
<u>n</u> inth	

<u>t</u> ired	
<u>wr</u> ong	
<u>th</u> at	
<u>sh</u> out	
<u>th</u> ese	
<u>qu</u> ick	
<u>w</u> ork	
<u>ei</u> ghth	
<u>t</u> own	
<u>c</u> ough	
<u>br</u> ead	
<u>wh</u> y	
<u>sn</u> ow	
<u>ea</u> t	
<u>f</u> irst	



3 Now check together as a class

*PhoniMittens



Resource:
Pronunciation Basket

Rhythm is important for

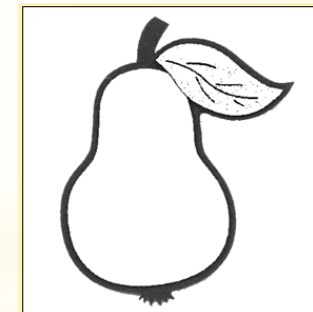
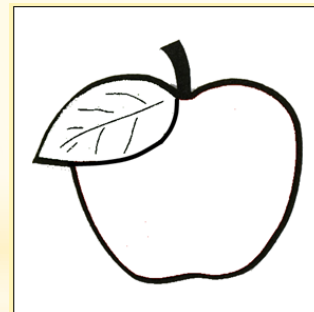
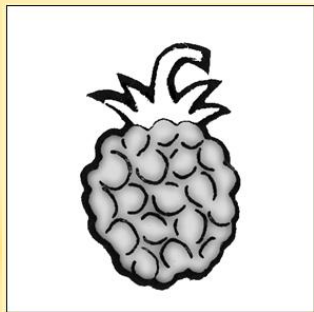
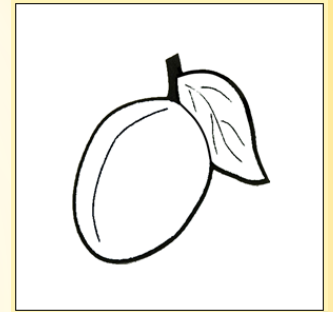
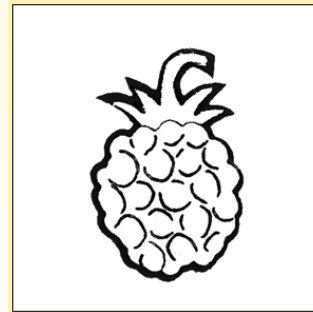
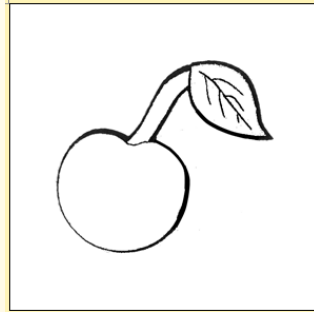
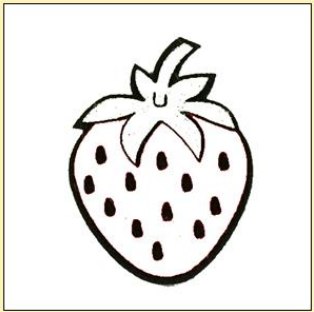
- * dividing speech into comprehensible chunks
- * distinguishing the number of syllables
- * later recognition of words (dyslexics)

* Rhythm

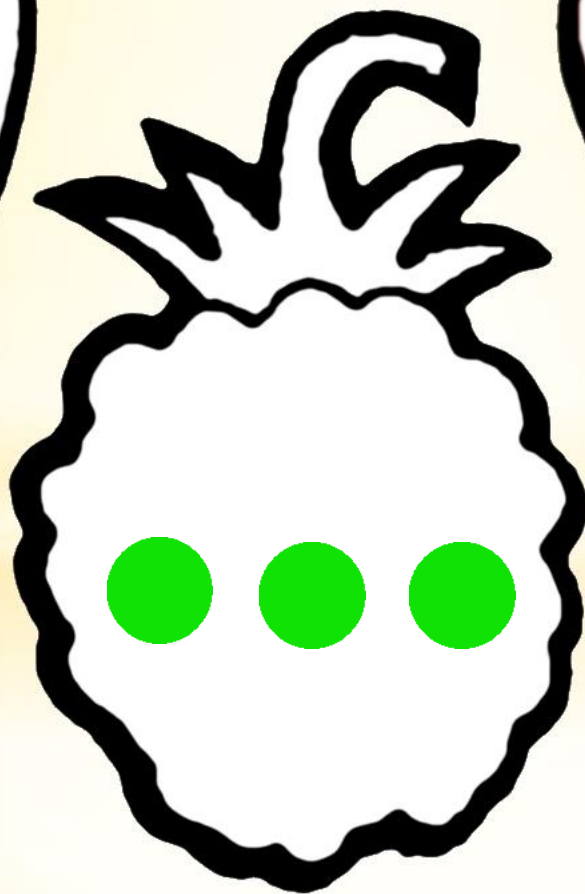
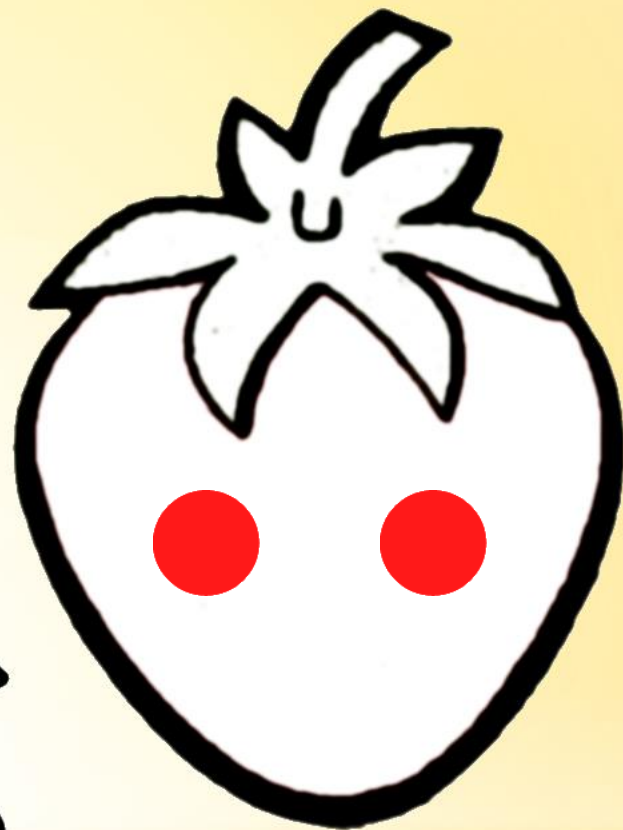
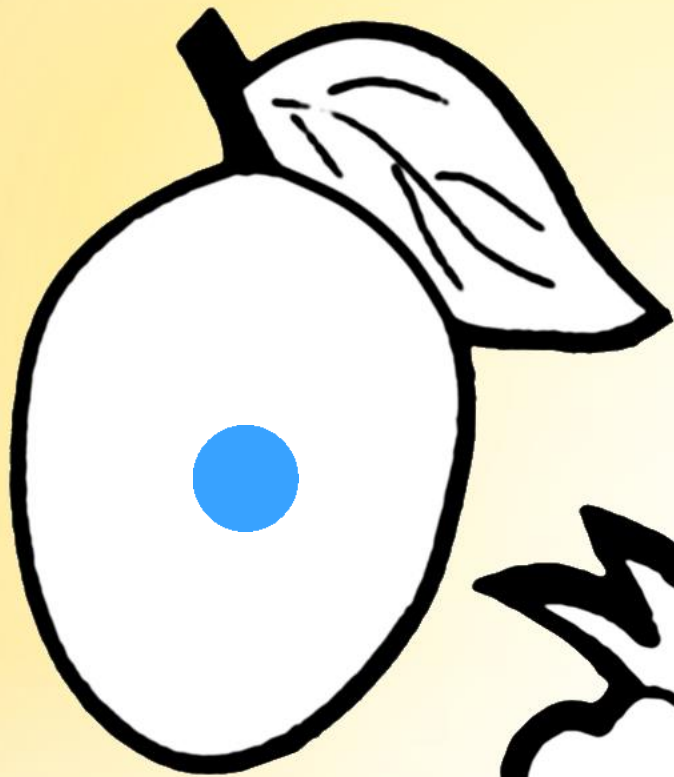
*Fruit Chant

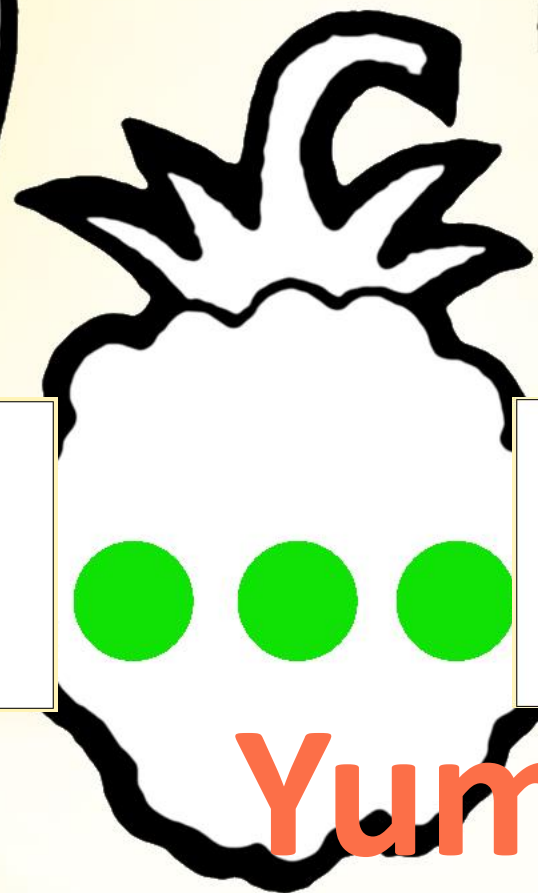
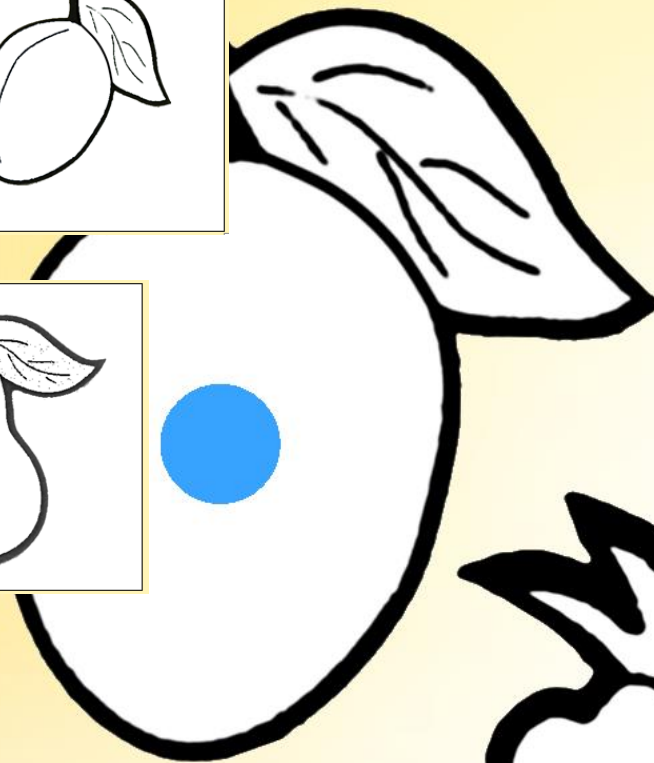
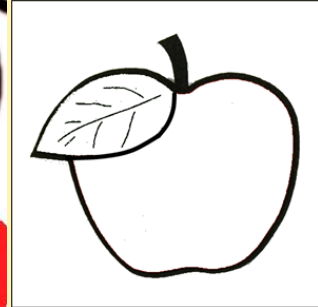
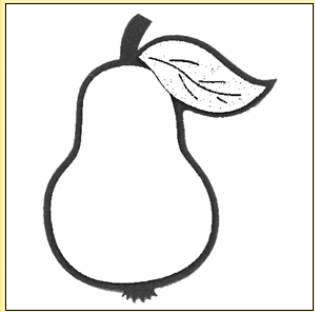
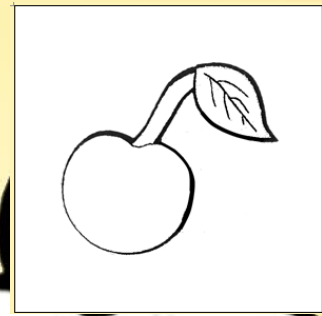
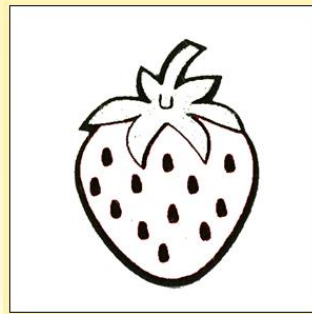
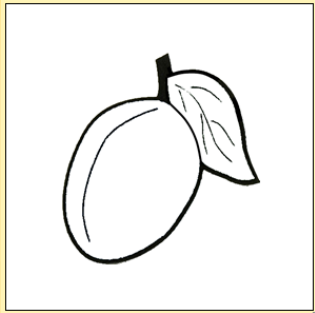


Resource: Pronunciation Basket



Strawberry, cherry
raspberry, plum.
Blackberry, apple
and pear,
YUM, YUM!

















Yum













Yum!





* Rhythm dominoes

 gorilla	●	 owl	● ● ●
 ladybird	● ●	 turkey	●
 snake	● ● ●	 chimpanzee	● ● ● ●
 rhinoceros	●	 wolf	● ●
 camel	● ● ●	 kangaroo	● ●
 monkey	● ● ● ●	 chameleon	● ● ●









































 crocodile	● ● ● ● ●	 hippopotamus	●
 snail	● ●	 lion	● ● ●
 flamingo	●	 fox	● ● ● ●
 caterpillar	● ●	 penguin	●
 rat	● ● ● ●	 tarantula	● ●
 giraffe	●	 worm	● ● ●

- * Comprehension in a stream of speech
- * Stress = MEANING (nouns, adjectives, full verbs etc.)
- * Unstressed words = grammar and linking words (auxiliaries, prepositions, pronouns, articles)

- * EVERYTHING WHAT IS STRESSED IS IMPORTANT

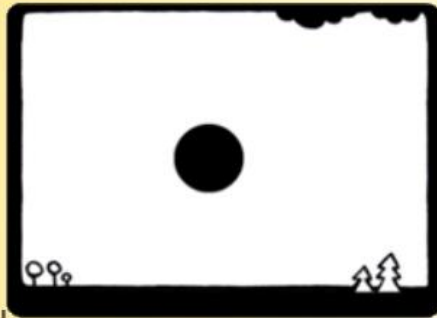
* Stress

* Word stress

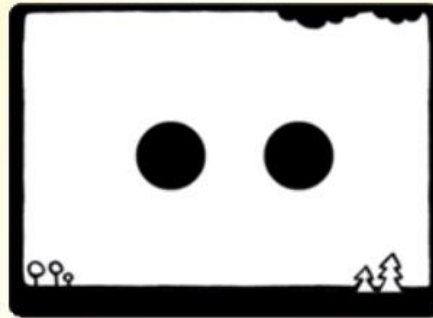
 lion		 chimpanzee		 ladybird		 giraffe	
 tiger		 rhinoceros		 owl		 caterpillar	
 bee		 kangaroo		 cockatoo		 gorilla	
 flamingo		 tarantula		 polar bear		 worm	
 snake		 monkey		 chameleon		 canary	

*Sentence stress

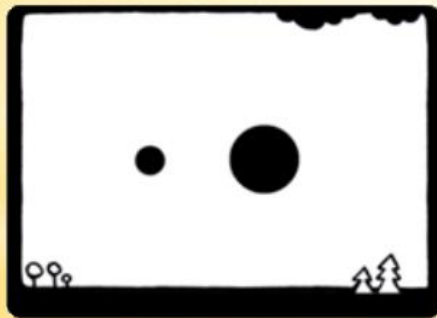
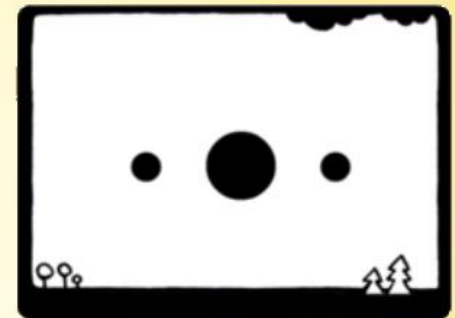
Wait!



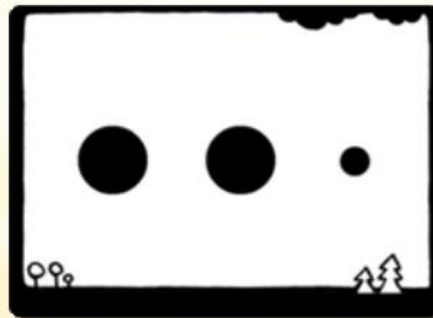
Don't stop.



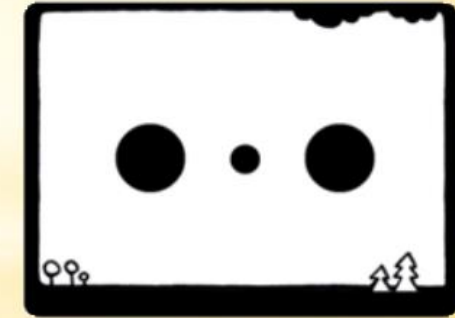
I've seen it.



Begin!



Keep quiet!

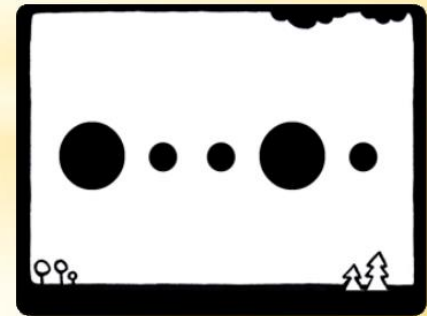
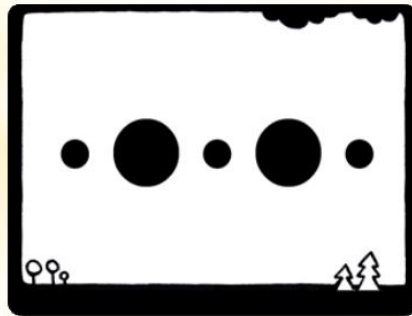
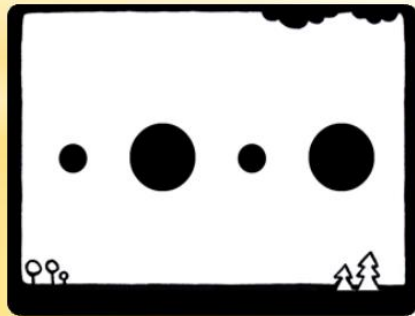
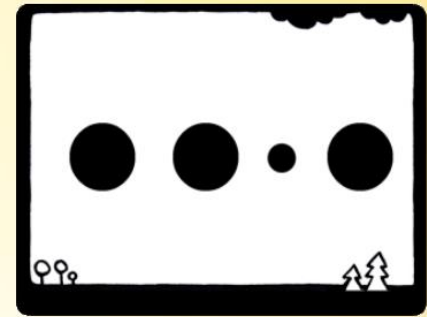
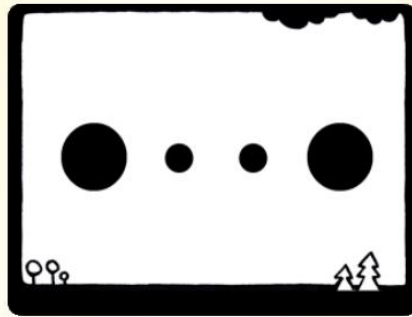
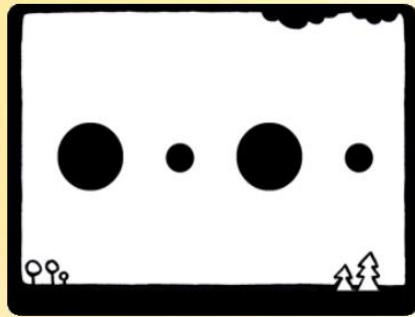


What's the time?

Don't you know him?

Go to the gym.

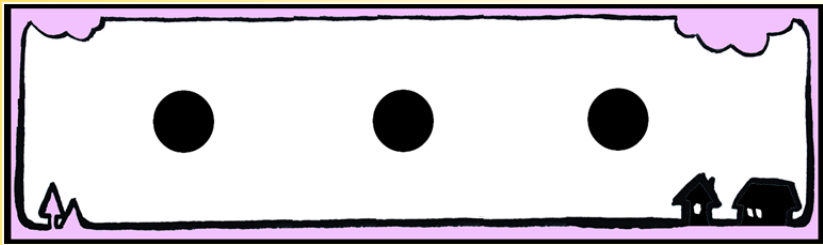
Buy bread and fruit.



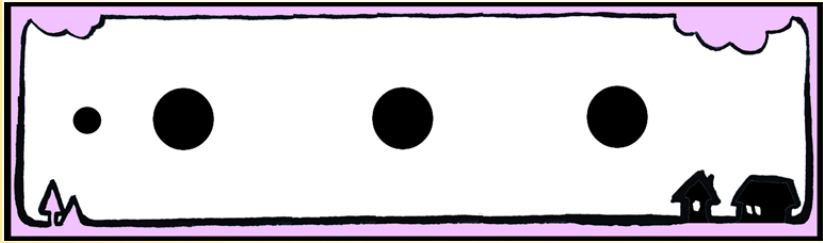
She wants to ask.

I can't believe you.

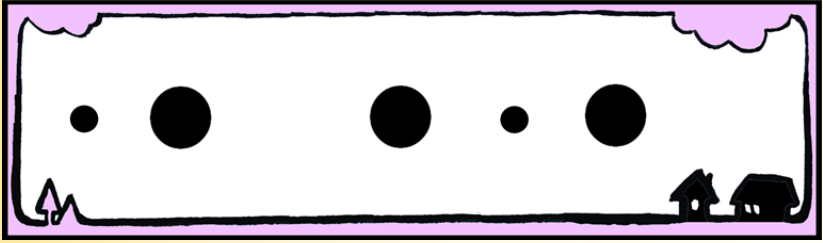
Ben is a doctor.



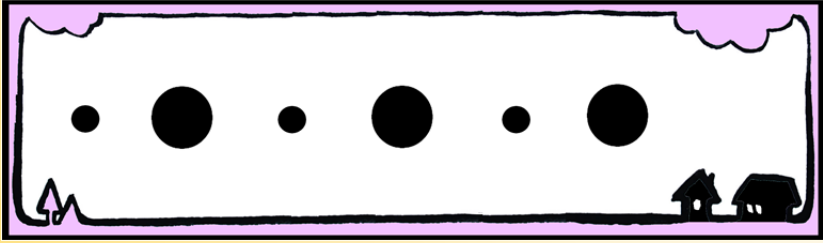
Cats catch mice.



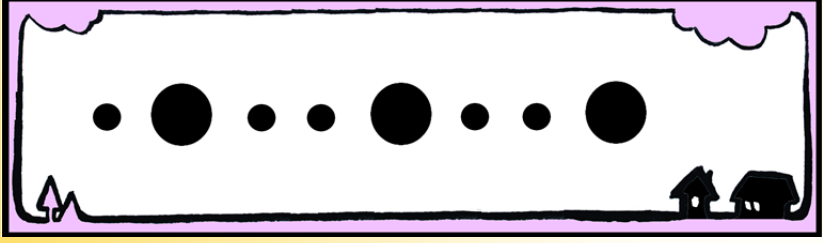
The cats catch mice.



The cats catch the mice.



The cats can catch the mice.



The cats will be catching the mice.

How Do You Get to School?

HOW do you **GET** to **SCHOOL**?

We **GO** to **SCHOOL** by **BUS**.

HOW do you **GET** to **SCHOOL**?

We **GO** to **SCHOOL** by **TRAIN**.

HOW do you **GET** to **SCHOOL**?

We **GO** to **SCHOOL** by **BIKE**.

HOW do you **GET** to **SCHOOL**?

I **GO** to **SCHOOL** on **FOOT**.

REALLY?

YES, I DO!

The School Chant

GO to **SCHOOL**, **LEARN** some **FACTS**,
COUNT your **SUMS**, **MEET** your **FRIENDS**.
DRAW a **LINE**, **STUDY** **SQUARES**,
LEARN a **RHYME**, **PUT** up **CHAIRS**.
MAKE some **ART**, **CUT** out **SHAPES**,
READ some **LINES**, **LEARN** new **WORDS**.
QUICKLY **MOVE**, **CLEAN** your **PLACE**,
TAKE your **BAG**, **RUN** down**STAIRS**.

In my Room

In my  on the  there's a  and a .

On the  by the  there's a  with a .

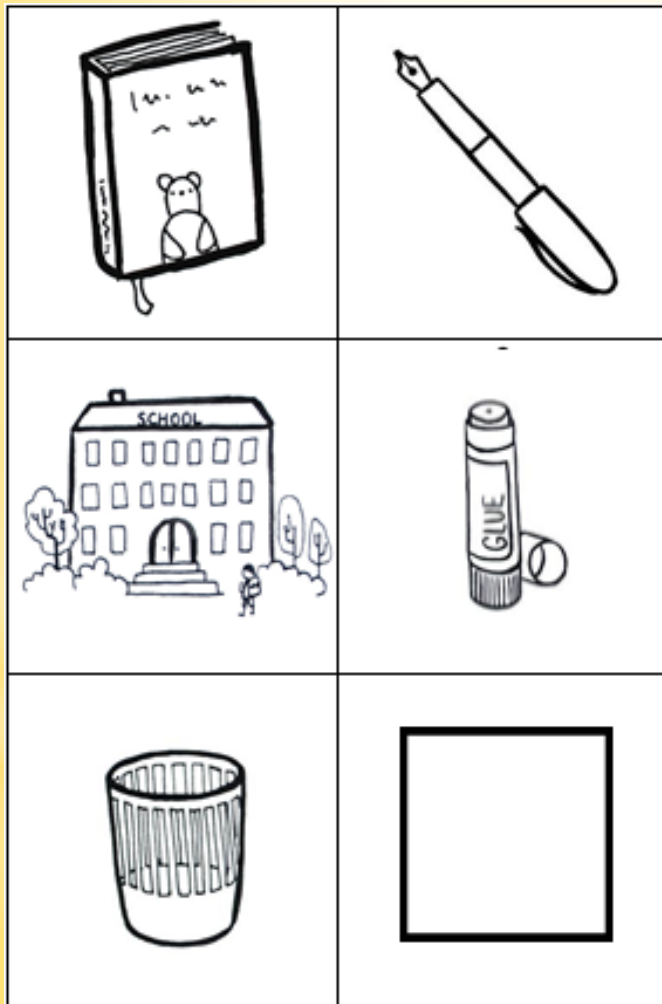
Near the  there's a  where I  and where I work.

In the  there are , and a ,  and .

- * similar sounds and the rhythm
- * remember text in sentences
- * learn (imitate) the language
- * Bonus: songs (good mood, positive atmosphere)

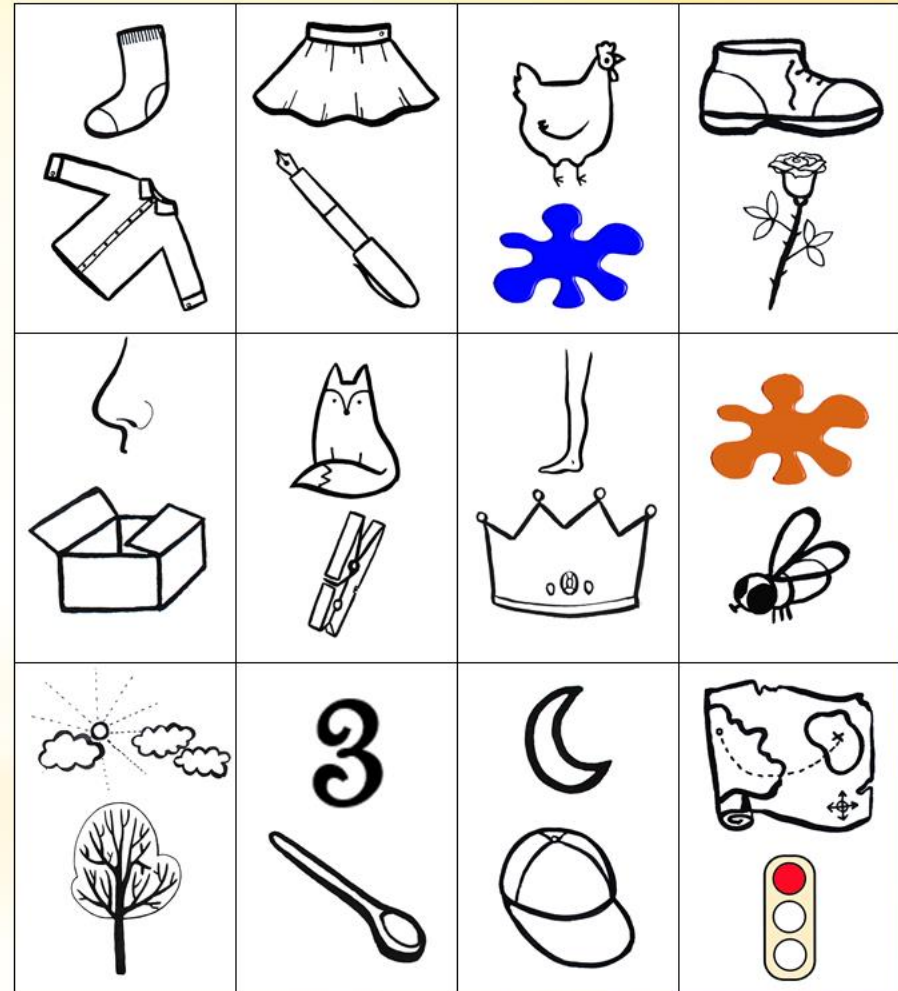
* Rhyming

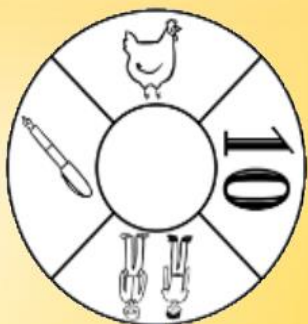
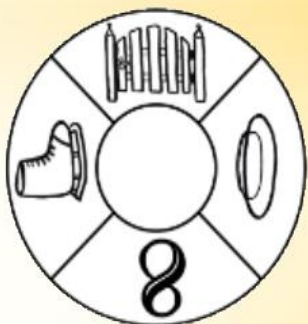
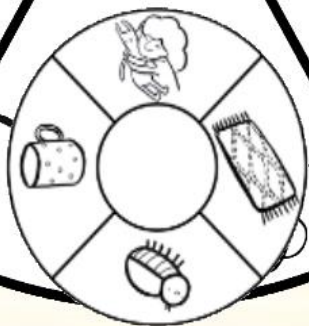
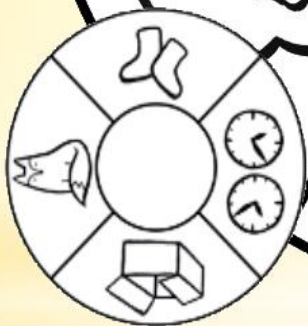
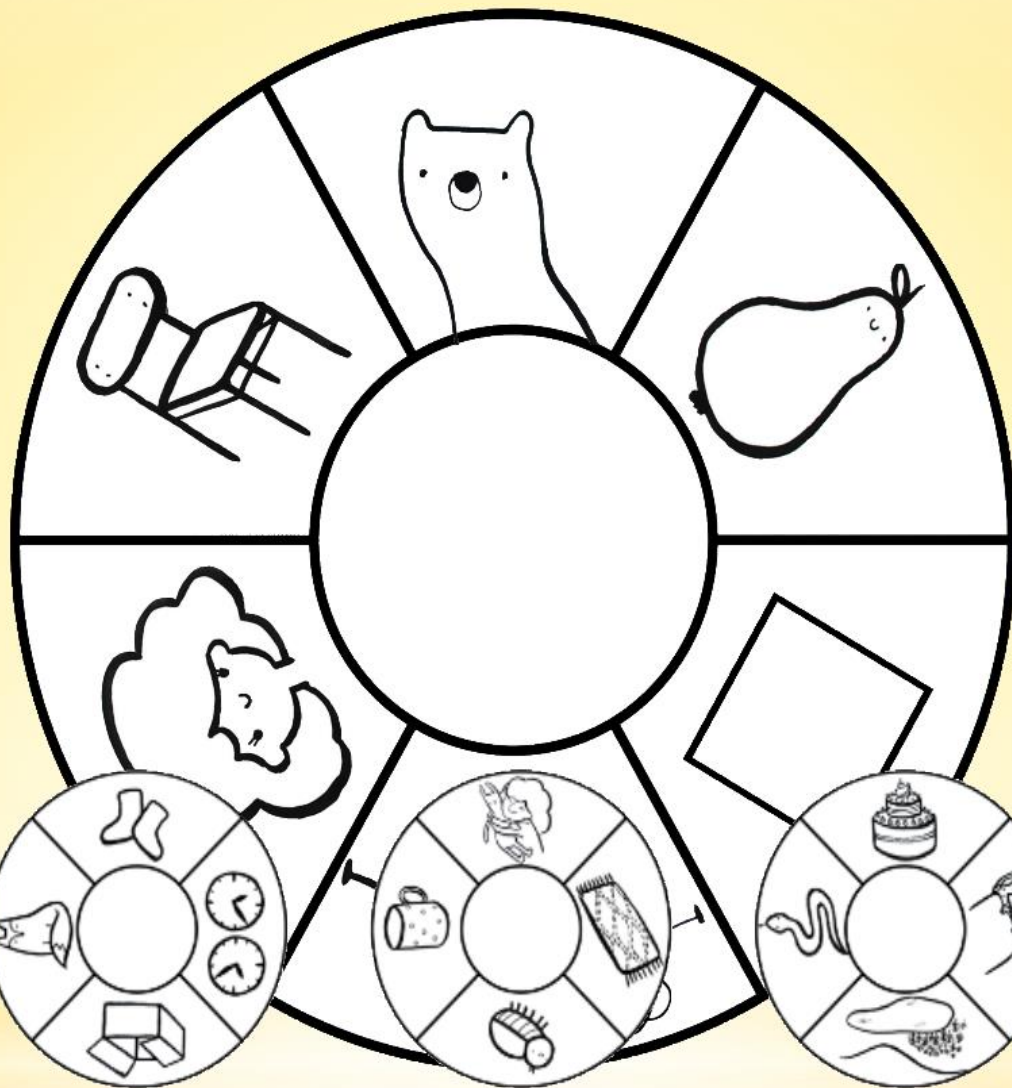
* Rhyming riddle:



<p>What do you read that rhymes with COOK?</p>	<p>BOOK</p>
<p>What do you write with that rhymes with HEN?</p>	<p>PEN</p>
<p>Where can you see countries that rhyme with CAP?</p>	<p>MAP</p>
<p>What do you sit on that rhymes with WEAR?</p>	<p>CHAIR</p>
<p>Where do you go that rhymes with POOL?</p>	<p>SCHOOL</p>
<p>What do you stick with that rhymes with SHOE?</p>	<p>GLUE</p>
<p>What do you play games with that rhyme with HARD?</p>	<p>CARD</p>
<p>What do you do with paper that rhymes with NUT?</p>	<p>CUT</p>
<p>What has four sides that rhymes with CHAIR?</p>	<p>SQUARE</p>
<p>What tells the time and rhymes with SOCK?</p>	<p>CLOCK</p>
<p>Where do you throw waste paper that rhymes with WIN?</p>	<p>BIN</p>

* Chain game





Resources:

Worksheet sample:

Primary Pronunciation Box, C. Nixon, M. Tomlinson, CUP 2005

All activities used were taken from:

Pronunciation Basket, Amate, z.s.2019

<http://eshop.sylviad.cz/pronunciation-basket-c9>



Thank you!

www.sylviad.cz

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More ideas:

www.fb.me/storybasedlearning

