**Teaching Phonology**

1. Match the words with their definitions:

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| elision |  | Changing one sound for another in a word |
| A lingua franka |  | Losing the sound in connected speech |
| intelligibility |  | An exercise that teaches to copy the sounds of the foreign language |
| A phoneme |  | A process when sounds change because of the neighboring sounds |
| Sound substitution |  | The most/least prominent parts of the word |
| assimilation |  | **bridge language**, **common language** |
| Stressed/unstressed syllables |  | Any sound of a language |
| Discrimination exercise |  | Quality of speech when it is well-understood |
| Imitation exercise |  | Sentence stress |
| prominence |  | An exercise which teaches to see difference between the sounds |

1. Read the PPP and answer the following questions:
* *Why does teaching intonation seem problematic for many teachers?*
* *Name 7 components of pronunciation teaching.*
* *Why is it necessary to teach the phonemic alphabet?*
* *What is RP English? What is Lingua Franca (Global English)?*
* *When is language intelligible? Should students imitate native accents?*
* *Name two reasons for pronunciation mistakes*
* *What are the three possible sources of poor intelligibility?*
* *Name at least three processes happening in connected speech.*
* *How can we identify a stressed syllable in English?*
* *What are the three stages of pronunciation training?*
* *What is the rhythm of the language?*
* *What is the intonation of the language?*
* *What is prominence? Give an example of prominence.*