**Teaching pronunciation - tasks**

Read different pronunciation activities. Say what these activities are specifically aimed at:

1. sounds,
2. word stress,
3. Sentence stress,
4. Connected speech,
5. Intonation.

a. Drill students’ ways of making questions.

b. A student gives incorrect information to another student. The second student corrects the first student by repeating the initial sentence with the correct information: *Pete did it – No it was Tom!*

c. the teacher shows the students the scheme of the mouth and the different positions for the speech organs.

d. the teacher asks students to listen to three sentences from the listening text and count the number of the stressed words they hear.

e. the teacher models and trains new words: *Repeat after me.*

f. The teacher gives students a series of messages in the form of notes. Students must practice them as fully formed statements.

g. students must listen to the difference between minimal pairs of words, for example, "ship " vs "sheep".

h. the teacher asks the students to listen to the speaker's position in the dialogue.

i. the teacher models and exercises a new utterance, highlighting sounds that disappear and crash into each other.

j. the teacher asks students to sort the vocabulary into different categories according to their pronunciation.

**Extra tasks – task 1:**

Numbers 1 to 6 outline some general principles associated with the teaching of pronunciation. Letters a to f are a series of rationales for the principles. Match the rationales to the principles.

1. In a pronunciation lesson it is a good idea to get students listening before they speak.

2. Teachers need to model pronunciation features clearly before they ask students to repeat.

3. It helps students if you provide a written on-the-board model of the features that they practice.

4. Sometimes it is a good idea to get learners to analyze the pronunciation of an utterance in pairs.

5. Having heard or analyzed a pronunciation feature, students need plenty of oral practice.

6. Teachers need to give students plenty of feedback on their pronunciation.

a. This might lead to students being able to work out a rule that is applicable to another language.

b. This encourages students to listen carefully to sounds.

c. This means that you are able to target very specific problems that individual learners have.

d. Some learners need this kind of visual support because they do not have an ‘auditory memory’.

e. Pronunciation is something that learners need to actively do rather than passively study.

f. At low levels there are some sounds and intonation patterns that non-native speakers cannot hear so they need plenty of exposure to them.

**Extra task – task 2:**

Numbers 1 to 5 describe different situations in which teachers can focus on pronunciation. Letters a to e briefly describe classroom activities associated with the teaching of pronunciation. Match the activities to the situations.

1. The teacher includes a separate pronunciation spot within a normal lesson.

2. The teacher focuses on pronunciation at the same time as they are teaching grammar or vocabulary.

3. The teacher gets students to focus on a feature of pronunciation in a text after doing listening skills practice.

4. The teacher devotes an entire lesson to some aspect of pronunciation.

5. The teacher gives feedback on some language that students have produced.

a. Students read and listen to a short excerpt and mark features of connected speech on the audio script.

b. After a communication activity the teacher notes pronunciation problems on the board for students to correct.

c. The teacher does a 20-minute warmer activity that focuses on the difference between two sounds e.g. /i:/ vs. /Ι/.

d. The teacher uses prompts to elicit, model and drill the target structure.

e. Students listen to, analyse and do a variety of practice activities, focusing on different intonation patterns.