1)Before reading the text match the words from the text with their synonyms:

|  |  |
| --- | --- |
| disheartening | To copy |
| a great command of | important |
| significant | differences |
| To mimic | good knowledge of |
| To come by | To meet |
| To bypass | discouraging |
| distinctions | It will pay off |
| It’s worth doing | To avoid |

10 ESL Activities for Powerful Pronunciation Progress

**Do you find yourself nagging your students about their incorrect pronunciation?**

That’s okay—ESL students with a great command of English [pronunciation](https://www.fluentu.com/english/educator/blog/esl-pronunciation-tongue-twisters/) are hard to come by.

They usually walk in the classroom already at an advanced level, having lived abroad or having an English-speaking parent.

As for the rest, English [pronunciation](https://www.fluentu.com/english/educator/blog/kk-pronunciation/) can be a tough area to master.

Do you get tired of trying to correct them, and just let them keep saying it wrong because it’s too much trouble? (After all, maybe it’s just part of their almost cute “accent.”) You might bypass pronunciation mistakes so you can focus on [vocabulary](https://www.fluentu.com/english/educator/blog/how-to-teach-vocabulary-esl/) or [grammar](https://www.fluentu.com/english/educator/blog/esl-syntax/) instead. You might even think that too much pronunciation correction could be disheartening when your students are trying so hard.

**How to Solve ESL Student Pronunciation Problems**

There are some sounds in English that can be difficult for any learner, and there are also distinctions between sounds that some students find confusing because there is no such distinction in their mother tongue. When all, or at least several, of your students are struggling with the same problem, it is definitely worthwhile doing some activities to target specific areas.

* First, they need to be able to [*hear*](https://www.fluentu.com/english/educator/blog/esl-listening-activities-for-adults/) the difference between the incorrect and the correct sound.
* Then they need to learn how to *make* the correct sound.
* Finally, they also need to be able to *recognize* (when reading, for example) when and how to make the correct sound.

**What Are Minimal Pairs and How Can They Help Your Students?**

Maybe you’ve already been noticing particular words or sounds some of your students are having trouble with.

At any rate, it’s worth doing a little bit of research to find out where your students are most likely to need help based on their first language(s).  Then you can look for **minimal pairs**—words that are exactly the same except for one different sound. These can help you target the sounds that your students need to focus on. A simple example would be:

“ship” and “sheep”

The sounds “i” and “ee” in these two words are significant because they’re the only difference between two words which have different meanings, but for many ESL students the two sounds aren’t distinct in their mother tongue.

By learning to recognize and reproduce the difference in these words’ sounds and meanings, students can start heading towards pronunciation mastery.

The pairs will be useful to practice the target sounds through fun [ESL activities](https://www.fluentu.com/blog/educator-english/esl-activities/).

Now the big question: **Can you explain the physical difference between the two sounds to your students?**

Sometimes you can say the sounds over and over, with your students trying to mimic, but they just don’t seem to be able to hear or feel the difference. You need to be able to tell them *how* to make the new sound(s).

If you aren’t already familiar with the [Phonemic Chart](http://www.phonemicchart.com/), then you might find it helpful because it shows how and where each sound is made. You don’t have to learn the symbols or teach your students the symbols, although some older students particularly enjoy learning them.

However, it will be useful for *you* to be aware how each sound is made.

With that in mind, let’s take a look at some fun activities you can use to better teach pronunciation to your students.

2)Find the word from pre-reading in the text and read the sentences where they were used.

3) Answer the questions:

- Do FL students often have good pronunciation?

 - What are the three obligatory stages when teaching pronunciation?

 - What are minimal pairs?

 - How can you make your explanation more visual?

4) Finish a list of minimal pairs:

|  |  |
| --- | --- |
| Bean |  |
| sport |  |
| hat |  |
| Cart |  |
| Thick |  |
| then |  |
| live |  |
| feel |  |