

Pronunciation - Match up

Look at these activities and decide which of the following they can help with – it may be one, two or all three of them:

1.

Raising awareness

2.

Helping learners understand how features work

3.

Helping learners speak English better

a.

Learners look at a list of words and underline where the schwa sound (/ə/) appears in natural, continuous speech.

b.

Learners underline stress in new words they learn.

c.

Learners underline stress in example sentences they learn.

d.

The teacher says a few sentences at a natural or even quicker than natural speed. The learners task is to tell the teacher how many words are in each sentence.

e.

The teacher dictates some questions at natural or slightly quicker than natural speed. Learners check with each other (and then the teacher) to make sure they have the same questions, then ask and answer.

f.

The teacher uses a drilling exercise to practise emphatic stress.

g.

Learners underline points where sounds link (e.g. with /j/ or /w/) in the questions.

h.

Learners underline points in the questions where there are unstressed vowel sounds (/ə/ and /ɪ/ - schwa and short 'i' sound).