

Pronunciation Practice Activities





Cambridge Handbooks for Language Teachers

This is a series of practical guides for teachers of English and other languages. Illustrative examples are usually drawn from the field of English as a foreign or second language, but the ideas and techniques described can equally well be used in the teaching of any language.

Recent titles in this series:

Lessons from Nothing

Activities for language teaching with limited time and resources BRUCE MARSLAND

Beginning to Write

Writing activities for elementary and intermediate learners ARTHUR BROOKES and PETER GRUNDY

Ways of Doing

Students explore their everyday and classroom processes PAUL DAVIS, BARBARA GARSIDE and MARIO RINVOLUCRI

Using Newspapers in the Classroom

PAUL SANDERSON

Teaching Adult Second Language Learners

HEATHER MCKAY and ABIGAIL TOM

Teaching English Spelling

A practical guide

RUTH SHEMESH and SHEILA WALLER

Using Folktales

FRIC TAYLOR

Personalizing Language Learning

Personalized language learning activities GRIFF GRIFFITHS and KATHRYN KEOHANE

Teach Business English

A comprehensive introduction to business English SYLVIE DONNA

Learner Autonomy

A guide to activities which encourage learner responsibility ÁGOTA SCHARLE and ANITA SZABÓ

The Internet and the Language Classroom

Practical classroom activities and projects

GAVIN DUDENEY

Planning Lessons and Courses

Designing sequences of work for the language classroom TESSA WOODWARD

Using the Board in the Language Classroom

JEANNINE DOBBS

Learner English (second edition)

MICHAEL SWAN and BERNARD SMITH

Teaching Large Multilevel Classes

NATALIE HESS

Writing Simple Poems

Pattern poetry for language acquisition VICKI L. HOLMES and MARGARET R. MOULTON

Laughing Matters

Humour in the language classroom PÉTER MEDGYES

Using Authentic Video in the Language Classroom

JANE SHERMAN

Narrative activities for the language classroom RUTH WAINRYB

Language Activities for Teenagers

edited by SETH LINDSTROMBERG



Pronunciation Practice Activities

A resource book for teaching English pronunciation

Martin Hewings





CAMBRIDGE UNIVERSITY PRESS Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo Cambridge University Press The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521754576

© Cambridge University Press 2004

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. Certain parts of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press 2004' may be copied.

First published 2004 4th printing 2007

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-75457-6 paperback with audio CD



Contents

| | Acknowledgements | X |
|------|---|----|
| | Introduction | I |
| | Aims | I |
| | Organisation | I |
| | What is pronunciation? | 3 |
| | Key issues in pronunciation teaching and learning | 10 |
| | Activities | 23 |
| 1 | Developing awareness of English pronunciation | 23 |
| I.I | Introducing features of pronunciation | 23 |
| 1.2 | Getting you thinking: a pronunciation questionnaire | 25 |
| 1.3 | Making vowel sounds | 27 |
| 1.4 | Consonant clusters: English and first language | |
| | differences | 29 |
| 1.5 | Comparing slow and quick speech | 30 |
| 1.6 | Sounding English | 31 |
| 1.7 | Pronouncing names in English | 33 |
| 1.8 | Pronouncing places, products and planets | 34 |
| 1.9 | Impersonations | 36 |
| 1.10 | Intonation in print | 38 |
| 2 | Sounds: vowels, consonants and consonant clusters | 42 |
| | Vowels: correcting particular vowels | 42 |
| 2.1 | Matching vowel sounds: a family tree | 44 |
| 2.2 | Finding words including the same vowel sound: word | |
| | routes | 48 |
| 2.3 | Hearing and saying differences between vowels and between | |
| | consonants: minimal pairs | 51 |
| 2.4 | Communicating with single vowel sounds | 58 |
| 2.5 | Classifying words according to their first vowel | 61 |

 \mathbf{v}



Contents

| | Consonants: correcting particular consonants | 63 |
|------|--|-----|
| 2.6 | Who lives where? Minimal pair names | 65 |
| 2.7 | Lip-reading | 68 |
| 2.8 | Classifying words according to their first consonant | 69 |
| 2.9 | Getting rid of unwanted vowels | 71 |
| | Consonant clusters | 73 |
| 2.10 | Word chains | 73 |
| 2.11 | Definitions quiz | 74 |
| 2.12 | Consonant cluster towers | 77 |
| 3 | Connected speech | 79 |
| | Links between words | 79 |
| 3.1 | Matching adjectives and nouns: consonant to vowel links | 79 |
| 3.2 | Changing sounds: consonant to consonant links | 80 |
| 3.3 | Predict the linking sounds: vowels linked with /j/ (y) and /w/ | 82 |
| 3.4 | Matching opposites and words that go together: vowels | |
| | linked with /r/ | 85 |
| | Contracted forms | 87 |
| 3.5 | Dialogues | 87 |
| 3.6 | | 89 |
| 3·7 | Comparing speech and writing | 91 |
| | Weak and strong forms of grammar words | 94 |
| 3.8 | Comparing weak and strong forms | 94 |
| 3.9 | Predicting weak and strong forms | 96 |
| 3.10 | Listening to weak forms | 98 |
| | Leaving out sounds | 99 |
| 3.11 | Leaving out consonants: /t/ and /d/ in clusters | 99 |
| 3.12 | Leaving out vowels in words | 101 |
| 4 | Syllables, word stress and stress in phrases | 103 |
| | Syllables | 103 |
| 4.1 | How many syllables? | 103 |
| 4.2 | The same or different number of syllables? | 104 |
| 4.3 | Eliminating words | 105 |

vi



| | | Contents |
|-------|---|------------------|
| | Word stress | 106 |
| 4.4 | Demonstrating syllable length | 106 |
| 4.5 | Matching words with their stress patterns | 107 |
| 4.6 | Group the words | 108 |
| 4.7 | Country names | 109 |
| 4.8 | At the supermarket | III |
| 4.9 | Stress patterns in -ty and -teen numbers (1): Bingo | 113 |
| 4.10 | Stress patterns in -ty and -teen numbers (2): talking about accommodation | : 11 5 |
| 4.11 | Stress in noun-verb pairs | 113 |
| 4.12 | Rules of word stress in two-syllable nouns, adjectives and | |
| 4.12 | verbs | 120 |
| | Stress and word formation | 122 |
| 4.13 | Rules of word stress: prefixes and suffixes | 122 |
| 4.14 | Suffixes and word stress: words ending -ian | 124 |
| 4.15 | Suffixes and word stress: words ending -ic and -ical | 127 |
| 4.16 | Stress in phrasal verbs and related nouns | 129 |
| 4. 17 | Rules of stress in compound nouns | 131 |
| | Stress in phrases | 132 |
| 4.18 | Same or different stress patterns? | 132 |
| 4.19 | Find your partners | 134 |
| 4.20 | Stress shift in nationality words | 137 |
| 4.21 | Stress shift in compounds | 139 |
| 5 | Intonation | 142 |
| | Prominence: highlighting words and syllables | 142 |
| 5.1 | Introducing prominent and non-prominent words: | - |
| | 'James Bond' | 142 |
| 5.2 | Hearing and saying prominent words: 'They're on | |
| | the table' | 144 |
| 5.3 | Prominence contrasts within words: stalactites and | |
| | stalagmites | 147 |
| | Tone units and tonic placement | 151 |
| 5.4 | Dividing speech into tone units | 151 |
| 5.5 | Tonic word placement: 'At ten to seven, or ten to eight?' | 153 |

vii



Contents

| | Tones | 154 |
|------|--|-----|
| 5.6 | Choosing tones: fall or rise? | 154 |
| 5.7 | Tone choice in questions | 155 |
| 5.8 | Falling and falling-rising tones: reservation | 160 |
| 5.9 | 'News' and 'not news': correcting | 161 |
| 6 | Pronunciation and other parts of language: spelling, | |
| | grammar and vocabulary | 165 |
| | Pronunciation and spelling | 165 |
| 6.1 | Grouping English alphabet letters | 165 |
| 6.2 | Pronouncing single vowel letters (1) | 166 |
| 6.3 | Pronouncing single vowel letters (2) | 168 |
| 6.4 | Pronouncing pairs of vowel letters: OU, OA, OE, OI, OO | 170 |
| 6.5 | Pronouncing consonant letters: C and G | 173 |
| 6.6 | Pronouncing consonant pairs: PH, CH, SH, TH and GH | 175 |
| 6.7 | Homographs: a row about rowing? | 177 |
| | Pronunciation and grammar | 179 |
| 6.8 | Pronouncing -s in plurals, verbs and possessives | 179 |
| 6.9 | Pronouncing -ed in past tense verbs | 181 |
| | Pronunciation and vocabulary | 184 |
| 6.10 | Classifying words | 184 |
| 6.11 | Odd one out | 184 |
| 6.12 | Problem pronunciations | 185 |
| 7 | Testing pronunciation | 186 |
| 7.1 | General evaluation of pronunciation | 186 |
| 7.2 | Diagnosing particular problems | 187 |
| 7.3 | Testing vowels and consonants | 193 |
| 7.4 | Testing weak and contracted forms | 199 |
| 7.5 | Testing word stress | 204 |
| 7.6 | Testing prominence | 206 |
| 7.7 | Testing tone | 209 |
| 8 | Resources for pronunciation teaching | 213 |
| | Using a dictionary | 213 |
| 8.1 | Finding out about word stress | 213 |
| 8.2 | Finding out about secondary stress: shifting stress | 215 |

viii



| | | Contents |
|------|--|----------|
| | Using phonetic symbols | 217 |
| 8.3 | Finding out about sounds | 218 |
| 8.4 | Relating sounds and symbols | 218 |
| 8.5 | Transcribing words | 218 |
| | Using authentic material | 219 |
| 8.6 | 'Knock, knock' jokes | 219 |
| 8.7 | Tongue twisters | 221 |
| 8.8 | Limericks | 223 |
| 8.9 | Poems with features of connected speech | 226 |
| 8.10 | Short texts showing features of pronunciation | 228 |
| | Web-based resources | 231 |
| | Appendix 1 Key to phonetic symbols | 232 |
| | Appendix 2 Common pronunciation problems | 233 |
| | Appendix 3 Initial consonant clusters in English | 239 |
| | Appendix 4 Some word stress rules | 240 |
| | Bibliography | 242 |
| | Index | 244 |

ix



Acknowledgements

I have had considerable help from a number of people while I have been preparing this book, and I would like to thank them here. At Cambridge University Press, my thanks to Alison Sharpe for suggesting the project in the first place, to Frances Amrani for efficiently steering the work through its various stages, and to Yvonne Harmer for her care and attention to detail. My thanks to James Richardson and Studio AVP for the CD recording. A number of people have commented on drafts of the material, and I wish particularly to thank Richard Cauldwell, and my colleagues at the English for International Students Unit of the University of Birmingham. Special thanks to my colleague Philip King for his voice. The series editor, Penny Ur, has been an excellent source of advice and guidance through her detailed comments on versions of the manuscript. At home, my thanks as always to Suzanne, David and Ann for their interest, support and good humour.

The authors and publishers are grateful to the authors, publishers and others who have given permission for the use of copyright material identified in the text. It has not been possible to identify the sources of all the material used and in such cases the publishers would welcome information from copyright owners.

pp. 40–41: extract from 'The Way up to Heaven', a short story by Roald Dahl, published by Penguin. With kind permission of David Higham Associates; p. 214: extracts from entries in The Cambridge Learner's Dictionary (2001), edited by Elizabeth Walter, published by Cambridge University Press; p. 219: 'Knock, knock' jokes extracted from The Funniest Joke Book in the World Ever, published by Red Fox. Used by permission of The Random House Group Limited; p. 225: reproduced from Funny Poems by permission of Usborne Publishing, 83–85 Saffron Hill, London ECIN 8RT. Copyright © 1990 Usborne Publishing Ltd.; p. 227: for the poem, 'Parents' Evening' from Heard it in the playground (Viking, 1989), Copyright © Allan Ahlberg, 1989. Reproduced by permission of Penguin Books Ltd.; p. 228: © 2003 Kellogg Company. The words 'Be awake, Be very awake' are reproduced by kind permission of Kellogg Company; p. 230: for the cartoon 'I think you misunderstood what I said', by Dan Wasserman (1990). Reproduced with kind permission of TMS Reprints.

Audio material: for the extract from the Radio 4 programme, *Back Row*, broadcast 10 May 2003, with kind permission of Sir Michael Caine and Jim White. By licence of BBC Worldwide Limited; for the following extracts from *Pronunciation for Advanced Learners of English*: Part A: 1 from p. 57, Example 5.2, 2a; 2 from p. 78, Example 7.4, 1; 3 from p. 13, Example 1.10, 1; 4 from p. 35, Example 3.6, 5. Part B: 1 from p. 45, Example 4.7, 3; 2 from p. 89, Example 8.6, 2; 3 from p. 23, Example 2.6 (part); 4 from p. 31, Example 3.1, 1, written by D. Brazil, published by Cambridge University Press (1994); for the extract (from Streaming Speech) on pp. 30–31 with kind permission of Richard Cauldwell.

X