

# *Interactive*

## Pronunciation activities

### An introduction to the phonemic chart:

The *Interactive* phonemic chart shows all the sounds in the English language and is divided into vowel sounds, diphthongs and consonant sounds. Vowel sounds are arranged in two rows; the first row (in green) are short sounds and the second (in red) are long sounds.

- To hear how a sound is pronounced and listen to the examples given below it, click on the desired sound or phoneme box once.
- To see a diagram showing where the sound is produced click on the arrow at the top right corner of the box. You can also listen to a male and/or female voice producing the sound.
- For detailed instructions on how to produce a given sound, click 'Show more ...' under the diagram.

Once you become familiar with the different symbols and the sounds they represent, working out how to pronounce unfamiliar words in English will become much easier, particularly when referring to a good dictionary. This is very useful as English words are often written differently to how they are spelt and even similarly spelt words may have completely dissimilar pronunciation.

As your students become more confident in using phonemes you may also wish to encourage them to note the pronunciation of new words using phonemes in conjunction with the normal spelling.

## An introduction to vowel sounds

**Aim** To introduce and practise the phonetic symbols for vowel sounds

**Activity time** 10–15 minutes

**Grouping** Ideally in pairs, although the activity could be done individually or as a whole class.

**Before class** This activity can be made into a worksheet or projected onto the board.

**In class** Check that your students have a copy of the phonemic chart and ask them how many different vowel sounds there are in the English language (=13). Point out that the vowel sounds in the top row in green are short sounds and those below in red are long sounds.

Tell your students that this activity focuses on vowel sounds and explain that they are going to be given 15 words with a pair of transcriptions for each. Add that the vowel sound focused on in each word is marked in bold and that they need to choose the correct transcription from the two given. You could demonstrate the activity by doing the first word or two as a class. Encourage the students to practise saying and listening to the pronunciation of each of the transcribed words and ask them to complete the exercise. If done individually, allow time for students to compare answers before going through them with the class. Remind the students to refer to their phonemic chart as needed.

During feedback, elicit the correct answer (A or B) and, for further practice, elicit the pronunciation of each given pair of transcribed words to highlight the difference between the vowel symbols given. Use number 15 as an opportunity to highlight the difference between short and long vowel sounds /i/ and /i:/.

1 read	A /ri:d/	B /rɪd/
2 money	A /'mʌni:/	B /'mɒni:/
3 brother	A /'brʌðə:/	B /'brʌðə/
4 get	A /get/	B /gɜ:t/
5 you	A /ju:/	B /jɜ:/
6 what	A /wæt/	B /wɒt/
7 look	A /lu:k/	B /lʊk/
8 black	A /blæk/	B /blɑ:k/
9 chicken	A /'tʃi:kən/	B /'tʃɪkən/
10 ask	A /æsk/	B /ɑ:sk/
11 turn	A /tɜ:n/	B /tu:n/
12 tall	A /tɒl/	B /tɔ:l/
13 green	A /gren/	B /gri:n/
14 send	A /send/	B /sænd/
15 twenty	A /'twenti/	B /'twenti:/

### Answers:

1 A 2 A 3 B 4 A 5 A 6 B 7 B 8 A 9 B 10 B 11 A 12 B 13 B 14 A 15 A

## An introduction to diphthongs

**Aim** To introduce and practise the phonetic symbols for diphthongs

**Activity** Time 10–15 minutes

**Grouping Ideally** pairs, although could be done individually or as a whole class

**Before class** This activity can be made into a worksheet or projected onto the board

**In class** Check your students have a copy of the phonemic chart at hand and ask them how many different diphthongs there are in the English phonetic alphabet (=8). Explain to them that they are going to be given eight sets of words and that they must choose the odd word out (i.e. the one which is different to the rest) in each set. Encourage students to practise saying and listening to the pronunciation of each word as they work out which is the odd word out and remind them to refer to their phonemic chart if they need to. If the students have worked alone, allow them time to compare their answers with a partner before checking answers with the class. During feedback, elicit the odd word out in each set and discuss which diphthong the odd word contains.

**Optional extension activity** Students could transcribe a selection of the words below into phonemes:

1 /ʊə/	A pure	B tourist	C curious	D loud
2 /ɪə/	A here	B there	C beard	D dear
3 /ɔɪ/	A open	B toy	C enjoy	D noise
4 /aʊ/	A down	B how	C sure	D about
5 /eɪ/	A play	B hair	C grey	D wait
6 /əʊ/	A grow	B toe	C now	D home
7 /aɪ/	A like	B night	C bicycle	D stay
8 /eə/	A ear	B air	C care	D bear

### Answers:

1 D (/Aʊ/) 2 B (/Eə/) 3 A (/əʊ/) 4 C (/ʊə/) 5 B (/Eə/) 6 C (/Aʊ/) 7 D (/Eɪ/) 8 A (/ɪə/)

## An introduction to consonant sounds

**Aim** To introduce and practise the phonetic symbols for consonant sounds

**Time** 10–15 minutes

**Grouping** Individuals or pairs

**Before class** This activity can be made into a worksheet or projected onto the board. Alternatively, if there is time, each word and phonetic transcription could be made into cards, which students then (in pairs or small groups) match up and complete.

**In class** Check your students have a copy of the phonemic chart at hand and ask them how many different phonetic symbols there are for consonants in the English phonetic alphabet (=24). Ask students to complete the transcriptions for the word given, with the correct consonant symbol. You could do one or two words with the class first as an example. Highlight that the consonants are marked in bold and that each consonant symbol is only used once. Remind students to refer to their phonemic chart as needed. After completing the exercise, encourage your students to compare answers in pairs before going through them with the class.

During feedback, you may also wish to focus on the number of syllables in each word pointing out that the stressed syllable follows the ' mark given in words with more than one syllable. This is something that students will benefit from as this is how syllable stress is marked in dictionaries. In this particular activity, all words of more than one syllable are stressed on the first syllable.

1 music	/ˈmjuːzɪ/	13 doctor	/ˈɒktə/
2 English	/ˈɪŋɡ_lɪ/	14 bedroom	/ˈedruːm/
3 zebra	/ˈ_ebrə/	15 shop	/ʃɒ_/
4 monkey	/ˈ_ʌŋkiː/	16 brother	/ˈbrʌ_ə/
5 fridge	/frɪ_/	17 vet	/_et/
6 tiger	/ˈtaɪ_ə/	18 rain	/_eɪn/
7 boots	/buːt_/	19 swimming	/ˈswɪmɪ_/
8 kitchen	/ˈkɪt_ən/	20 house	/_aʊs/
9 tennis	/ˈ_ənɪs/	21 shoulder	/ˈ_əʊldə/
10 physics	/ˈ_ɪzɪks/	22 weather	/ˈ_eðə/
11 lunch	/lʌ_tʃ/	23 yellow	/ˈ_eləʊ/
12 usually	/ˈjuː_ʊəliː/	24 maths	/mæ_s/

### Answers:

1 K 2 L 3 Z 4 M 5 ɔ 6 G 7 S 8 tʃ 9 T 10 F 11 N 12 ʒ  
13 D 14 B 15 P 16 ð 17 V 18 R 19 ɪ 20 H 21 ɛ 22 W 23 J 24 θ

# Interactive

## Pronunciation activities

### Level 1 (A1–2)

**Aim** To practise using English phonemes whilst revising vocabulary covered at this level

**Activity time** 10–15 minutes

**Grouping** Ideally in pairs, although the activity could be done individually or as a whole class

**Before class** This activity can be made into a worksheet or projected onto the board

**In class** Check that your students have a copy of the phonemic chart.

Tell your students that they are going to revise English phonemes and vocabulary from Level 1 (A1–A2). Find out who has done a word search before and refer them to the words in the box. Explain that each word is given in phonemes in the grid and ask students to find and circle as many of the words as they can find. Tell students that words may go up, down, across or diagonally in the grid, and may also be forwards or backwards. You may want to set a time limit for this (10 minutes). Remind them to refer to their phonemic chart as needed. If done individually, allow time for students to compare answers in pairs before going through them with the class.

During feedback, if possible, project a copy of the word search onto the board and ask students to come up and circle a word at a time. Check pronunciation with the class as you go.

#### Answers

f	ɒ	g	i	d	d	l	əʊ	k	ʒ	h	ɑ:
ʊ	ɔ:	h	ə	tʃ	s	eɪ	n	ʌ	ʊə	ɒ	v
t	ʃ	s	u:	p	ə	m	ɑ:	k	ɪ	t	aʊ
b	f	u:	w	eə	i:	aʊ	ð	ɪ	tʃ	ʒ	j
ɔ:	p	p	ŋ	n	u:	n	æ	t	ʌ	k	j
l	ʌ	ɔ:	z	r	ɜ:	t	ɒ	ʃ	l	ə	z
æ	s	ɪ	n	ə	m	ə	p	ə	ə	ŋ	ə
k	ð	u:	i:	l	ə	n	g	n	j	u:	z
ɪ	ʊ	ʒ	dʒ	ɒ	b	əʊ	ʌ	ɑ:	s	ɒ	aʊ
ŋ	ə	k	ʊ	k	æ	ə	d	ʒ	h	ɜ:	r
g	t	n	ə	s	g	ɒ	t	ɪ	k	ɪ	t

## Student's copy

Find as many words as you can in the puzzle.

f	ɒ	g	i	d	d	l	əʊ	k	ʒ	h	ɑ:
ʊ	ɔ:	h	ə	tʃ	s	eɪ	n	ʌ	ʊə	ɒ	v
t	ʃ	s	u:	p	ə	m	ɑ:	k	ɪ	t	aʊ
b	f	u:	w	eə	i:	aʊ	ð	ɪ	tʃ	ʒ	j
ɔ:	p	p	ŋ	n	u:	n	æ	t	ʌ	k	j
l	ʌ	ɔ:	z	r	z:	t	ɒ	ʃ	l	ə	z
æ	s	ɪ	n	ə	m	ə	p	ə	ə	ŋ	ə
k	ð	u:	i:	l	ə	n	g	n	j	u:	z
ɪ	ʊ	ʒ	dʒ	ɒ	b	əʊ	ʌ	ɑ:	s	ɒ	aʊ
ŋ	ə	k	ʊ	k	æ	ə	d	ʒ	h	z:	r
g	t	n	ə	s	g	ɒ	t	ɪ	k	ɪ	t

bag  
foggy  
soup  
football  
mountain  
cinema  
kitchen  
ticket  
cooker  
new  
supermarket  
hot  
cold  
trousers  
jeans  
king  
pear  
cut  
job

# Interactive

## Pronunciation activities

### Level 2 (A2–B1)

**Aim** To practise using English phonemes whilst revising vocabulary covered at this level

**Activity time** 10–15 minutes

**Grouping** Ideally in pairs, although the activity could be done individually or as a whole class

**Before class** This activity can be made into a worksheet or projected onto the board

**In class** Check that your students have a copy of the phonemic chart.

Tell your students that this activity revises English phonemes and vocabulary they have learnt at Level 2 (A2–B1). Refer students to the list of transcribed words in the box and explain that each one matches one of the definitions (1–15) given in the table. Ask them to try and match the correct word to each description, completing the table with the words as written in phonemes as well as in English, as in the example. If done individually, allow time for students to compare answers before going through them with the class. Remind the students to refer to their phonemic chart as needed.

During feedback, check on the pronunciation and the spelling of the word written using the alphabet. As a follow-on activity you might want students to write a sentence using each of the words.

#### Answers

- 1 /'eərəpleɪn/ (aeroplane)
- 2 /'weɪtrəs/ (waitress)
- 3 /'su:vənɪə/ (souvenir)
- 4 /hɔ:s/ (horse)
- 5 /stɑ:/ (star)
- 6 /jʌŋ/ (young)
- 7 /pə'dʒɑ:məz/ (pyjamas)
- 8 /ɪ'mɪ:dɪətli/ (immediately)
- 9 /'ɒnɪst/ (honest)
- 10 /'dʒu:əlri/ (jewellery)
- 11 /rɪ'si:t/ (receipt)
- 12 /ɪn'vent/ (invent)
- 13 /'sɪzəz/ (scissors)
- 14 /'dʒɜ:ni/ (journey)
- 15 /'su:tkeɪs/ (suitcase)

## Student's copy

Match the words to the descriptions. Write the phonemes and the words.

/su:vənɪə/ /eəɾəpleɪn/ /'fʌni/ /ɪ'mi:diətli/ /stɑ:/ /'sɪzəz/ /'dʒu:əlri/ /'su:tkeɪs/  
/weɪtrəs/ /pə'dʒɑ:məz/ /ɪn'vent/ /rɪ'si:t/ /hɔ:s/ /'dʒɜ:nɪ/ /'ɒnɪst/ /jʌŋ/

Definition	Word in phonemes	Word in English
• Something or someone that makes you laugh or smile is this.	/fʌni /	funny
1 A machine that has wings and can fly.		
2 A woman who brings food and drink to your table in a restaurant.		
3 Something you buy to remember a place or event.		
4 A big animal that can carry people and pull heavy things.		
5 A famous person, for example, an actor or a singer.		
6 An adjective meaning the opposite of <i>old</i> .		
7 A loose jacket and trousers that you wear in bed.		
8 Happening at once or right now.		
9 A person who tells the truth is this.		
10 Things like rings, bracelets and necklaces.		
11 A piece of paper that shows you have paid for something.		
12 Make or think of something for the first time.		
13 A tool with two sharp edges which is used to cut things.		
14 Going from one place to another.		
15 A large bag with flat sides for carrying your clothes when you travel.		



# Interactive

## Pronunciation activities

### Level 3 (B1–B2)

**Aim** To complete a crossword to practise using English phonemes whilst revising vocabulary covered at this level

**Activity time** 15–20 minutes

**Grouping** Ideally in pairs, although the activity could be done individually or as a whole class

**Before class** This activity is best made into a worksheet or projected onto the board. Decide which variation suits your class better: version 1 for a weaker class, version 2 for a stronger class.

**In class** Check that your students have a copy of the phonemic chart.

Tell your students that they are going to do a crossword to practise using English phonemes whilst revising vocabulary from Level 3 (B1–B2). Ask if anyone in the class has done an English crossword before and explain that in this one they will be using phonemes instead of the English alphabet. In order to provide a lead-in, particularly with a weaker class, discuss the clues and answers for a few of the longer words so students have a base to work from. You may wish to provide additional assistance to students by giving the phoneme for each numbered box. Alternatively, if you feel it necessary, provide the written form of all the answers jumbled up so students can match them and then transcribe them as needed to complete the crossword. To help the teacher, the written form of the answers is provided beneath the completed crossword.

Students work in pairs to complete the crossword, using their phonemic chart as needed. It might also be a good idea to have some good English-English dictionaries at hand.

During feedback, if possible, project a copy of the crossword onto the board (this may have been used initially for the lead-in) and either elicit answers from around the room or ask students to come up and complete them for you. Check pronunciation with the class as you go and if useful, discuss the number of syllables and syllable stress after the crossword has been completed. As an optional follow-on or homework activity, ask students to choose ten words from the crossword that they are less familiar with and to write a sentence incorporating each one.

#### Version 1: Answers

**Across:** 1 destination, 5 solution, 8 ache, 10 dark, 12 lightning, 13 region, 15 parasite

**Down:** 1 dishwasher, 2 nominate, 4 crowded, 6 shoplifter, 10 concentrate, 11 ankle, 14 style

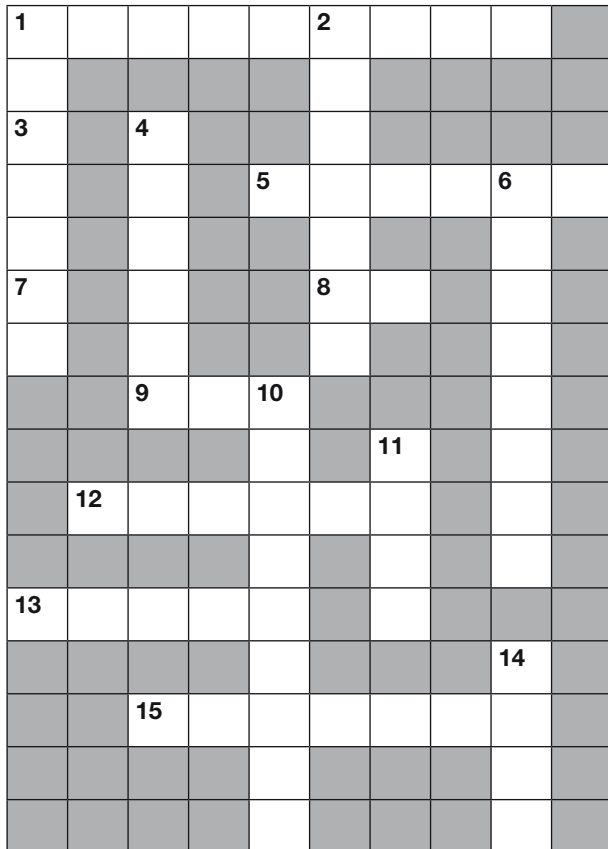
#### Version 2: Answers

**Across:** 1 destination, 4 shark, 6 solution, 8 should, 9 ache, 11 dark, 13 bizarre, 15 lightning, 17 region, 19 parasite, 21 athlete, 22 blog

**Down:** 1 dishwasher, 2 nominate, 3 ban, 5 crowded, 7 shoplifter, 10 starving, 12 concentrate, 14 ankle, 16 drought, 18 style, 20 league

## Student's copies

### Version 1:



#### Across:

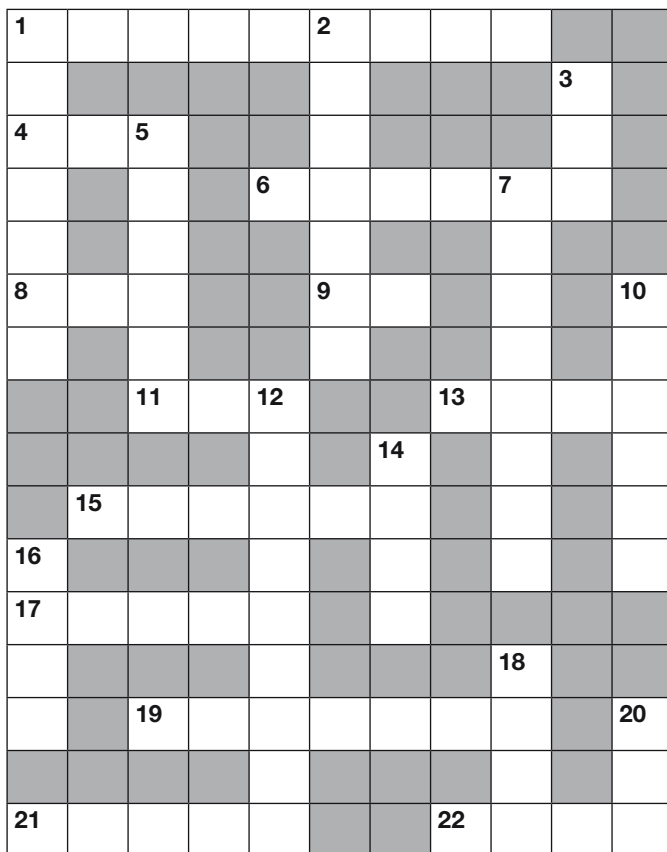
- 1 The place where somebody is or something is going.
- 5 The answer to a question, problem or puzzle.
- 8 When something hurts slightly it does this.
- 10 It is this when there is no light.
- 12 A sudden bright light in the sky when there is a storm.
- 13 A part of a country or of the world.
- 15 A plant or animal that lives on another plant or animal and gets food from it.

#### Down:

- 1 A machine that washes dishes.
- 2 To officially suggest that someone should be given a job or prize.
- 4 Full of people.
- 6 Someone who steals things from shops.
- 10 To think about what you are doing and not about anything else.
- 11 The part of your leg where it joins your foot.
- 14 To put your hair into a particular shape.



### Version 2:



#### Across:

- 1 The place where somebody is or something is going.
- 4 A large sea fish with very sharp teeth.
- 6 The answer to a question, problem or puzzle.
- 8 Modal verb used when giving or asking for advice.
- 9 When something hurts slightly it does this.
- 11 It is this when there is no light.
- 13 Very unusual or strange.
- 15 A sudden bright light in the sky when there is a storm.
- 17 A part of a country or of the world.
- 19 A plant or animal that lives on another plant or animal and gets food from it.
- 21 A person who is good at sports like running, jumping or throwing.
- 22 A webpage where someone writes about their opinions, activities, etc with the newest information first.

#### Down:

- 1 A machine that washes dishes.
- 2 To officially suggest that someone should be given a job or prize.
- 3 To officially say people cannot do something.
- 5 Full of people.
- 7 Someone who steals things from shops.
- 10 To be ill or dying because you do not have enough to eat.
- 12 To think about what you are doing and not about anything else.
- 14 The part of your leg where it joins your foot.
- 16 A long time when there is not enough rain.
- 18 To put your hair into a particular shape.
- 20 A group of sports teams or players who compete against each other.

# *Interactive*

## Pronunciation activities

### Level 4 (B2)

**Aim** To practise using English phonemes whilst revising structures covered at this level

**Activity time** 15–20 minutes

**Grouping** Ideally in pairs, although the activity could be done individually or as a whole class

**Before class** This activity can be made into a worksheet or projected onto the board

**In class** Check that your students have a copy of the phonemic chart.

Explain that this activity revises English phonemes and vocabulary they have learnt at Level 4 (B2). Decide which version suits your class better: version 1 for a weaker class, version 2 for a stronger class.

For version 1, ask students to write the questions given in phonemes into English, comparing answers in pairs before checking as a class. After this ask students to work in pairs to take turns asking and answering the questions. Encourage them to make notes on their partner's answers and for class feedback, elicit some responses from around the class.

For version 2, students work in pairs to put the phonetic transcriptions into English and then order the words to make questions. As before check students have the correct questions before asking them to take turns asking and answering them in pairs. Once again, encourage students to note down their partner's answers and to round up, elicit some responses from around the class.

For both versions, it might be helpful to go through the first question as a class by way of example. Remind the students to refer to their phonemic chart as needed.

Please note that in this exercise, strong forms of words such as: *you, were, a, your, should, of, are*, etc. are used in order to help students to work out the individual words. With a stronger class, however, you may wish to focus on weak forms in a subsequent lesson and discuss which words (and sounds) would change and how they would then need to be rewritten in phonetic script. At this point, it may be useful for students to use a good English-English dictionary.

**Optional extension activity** With a stronger class or for homework, ask your students to transcribe their partner's answers into phonetic script. You could ask your students to mix up their answers so they are in a different order and then in a subsequent lesson swap them with another pair and to work out what they say and which question number they correspond to.

#### Answers:

- 1 What sports did you use to play when you were younger?
- 2 If you had had the chance, which sport would you have chosen to play?
- 3 Have you ever met a famous sports person?
- 4 Where do you usually get your hair cut?
- 5 Do you usually remember to do your homework?
- 6 What should you do to improve your English?
- 7 How many new English words will you have learnt by the end of the lesson?
- 8 What are you going to do this evening?
- 9 Do you think you will go to university?
- 10 What subject might you study?

**Version 1:**

1 wɒt spɔ:ts dɪd ju: ju:s tu: pleɪ wen ju: wɜ: 'jʌŋə?

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2 ɪf ju: hæd hæd ði: tʃɑ:ns, wɪtʃ spɔ:t wʊd ju: hæv 'tʃəʊzən tu: pleɪ?

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3 hæv ju: 'evə met eɪ 'feɪməs spɔ:ts 'pɜ:sən?

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4 weə du: ju: 'ju:zuəli get ʃɔ: heə kʌt?

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5 du: ju: 'ju:zuəli rɪ'membə tu: du: ʃɔ: 'həʊmwɜ:k?

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6 wɒt ʃʊd ju: du: tu: ɪm'pru:v ʃɔ: :ɪŋɡlɪʃ?

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7 haʊ 'meni nju: 'ɪŋɡlɪʃ wɜ:dz wɪl ju: hæv lɜ:nt baɪ ði: end ɒv ði: 'lesən?

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8 wɒt ɑ: ju: 'gəʊɪŋ tu: du: ðɪs 'i:vniŋ?

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9 du: ju: ɵɪŋk ju: wɪl gəʊ tu: ju:nə'vɜ:səti?

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10 wɒt 'sʌbdʒɪkt mɑ:t ju: 'stʌdi?

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**Version 2:**

1 / dɪd / wen / wɜ: / ju:s / tu: / wɒt / ju: / 'jʌŋə / pleɪ / spɔ:ts / ju: / ?

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2 / ju: / 'tʃəʊzən / hæd / , / hæd / wɪtʃ / ɪf / ju: / ði: / spɔ:t / pleɪ / wʊd / hæv / tʃɑ:ns / tu: / ?

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3 / ju: / 'pɜ:sən / met / spɔ:ts / 'evə / eɪ / hæv / 'feɪməs / ?

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4 / kʌt / ʃɔ: / weə / ju: / 'ju:zuəli / du: / get / heə / ?

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5 / ʃɔ: / tu: / du: / 'həʊmwɜ:k / ju: / rɪ'membə / du: / 'ju:zuəli / ?

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6 / ʃʊd / ʃɔ: / ɪm'pru:v / ju: / 'ɪŋɡlɪʃ / wɒt / tu: / du: / ?

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7 / 'meni / ɒv / 'ɪŋɡlɪʃ / haʊ / hæv / wɜ:dz / ði: / lɜ:nt / ju: / nju: / 'lesən / baɪ / wɪl / end / ði: / ?

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8 / ðɪs / wɒt / tu: / 'gəʊɪŋ / 'i:vniŋ / ɑ: / du: / ju: / ?

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9 / ɵɪŋk / ju: / gəʊ / ju:nə'vɜ:səti / wɪl / du: / tu: / ju: / ?

---

10 / 'stʌdi / ju: / mɑ:t / 'sʌbdʒɪkt / wɒt / ?

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