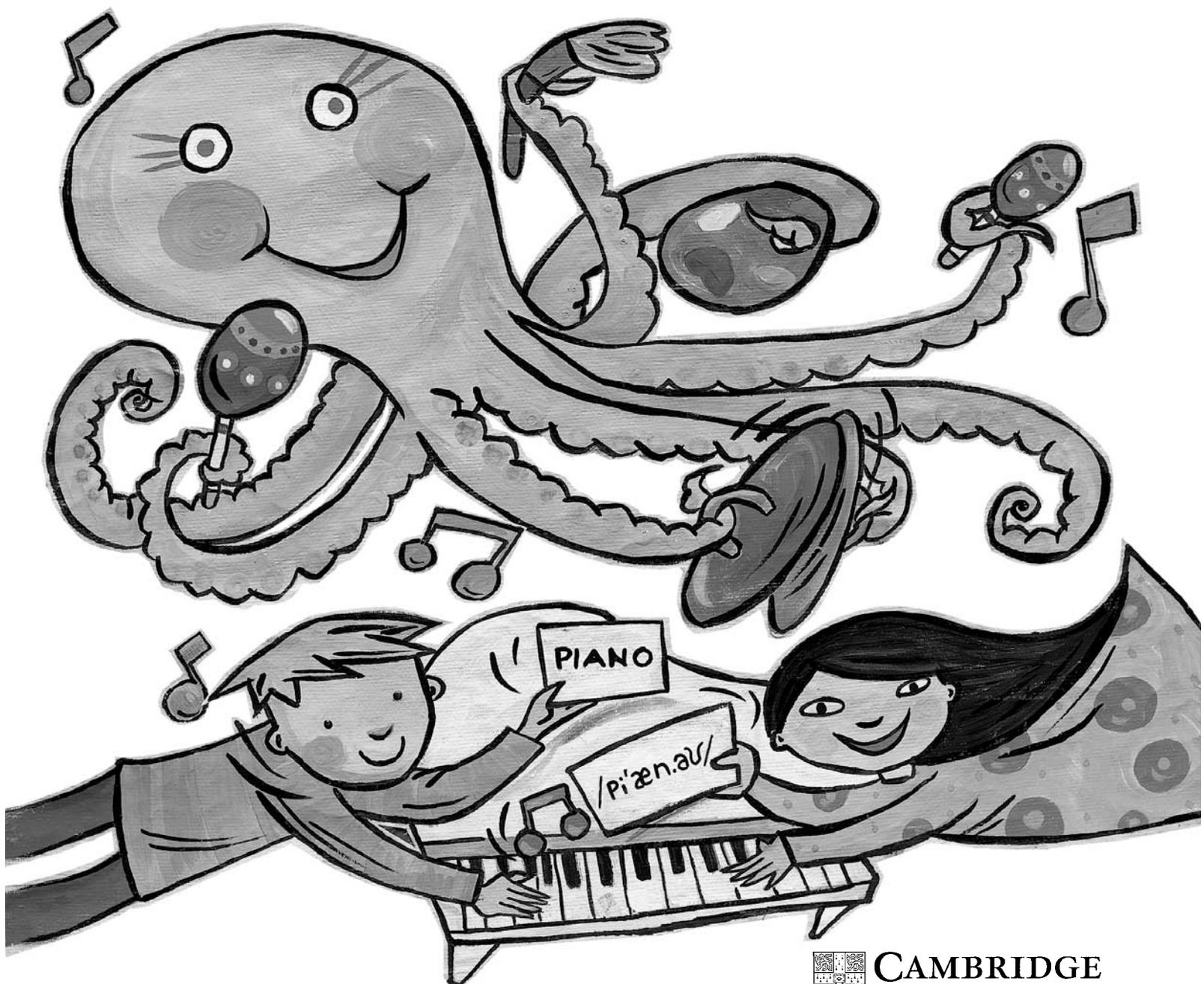


# PRIMARY PRONUNCIATION BOX

**Pronunciation games and activities  
for younger learners**

**Caroline Nixon  
and Michael Tomlinson**



**CAMBRIDGE  
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Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 1: Starting off (age approximately 7-8)</b>				
<b>1.1</b> Phonic friends	Alphabet phonemes	Sound awareness/listen and spell	10	Whole class/Individual
<b>1.2</b> Phonic phrases	Alphabet phonemes	Bingo game (listening)	30	Whole class
<b>1.3</b> The cat	Rhyming words with /æ:/	Rhyme, puzzle	20	Individual
<b>1.4</b> Letter group	f, l, m, n, s, x	Colour dictation	20	Individual
<b>1.5</b> Alphabet palette	Alphabet	Listen and colour rap	20	Individual
<b>1.6</b> Sound stickers	/tʃ/ /ʃ/	Sound differentiation stickers	30	Pairwork
<b>1.7</b> Word slide	Rhyming word formation	Make and do	40	Whole class/Pairwork
<b>1.8</b> One, two, buckle my shoe	Word/sentence stress	TPR rhyme & card game	60	Small group
<b>1.9</b> Vowel pictures	/æ/ /e/ /ɪ/ /ɒ/ /ʌ/	Matching game	30	Pairwork
<b>1.10</b> Rhyming dominoes	Rhyming words	Matching game	30	Small group
<b>1.11</b> My kite	/ai/ spelling patterns	Classification puzzle	20	Individual
<b>1.12</b> Crown sounds	/aʊ/	Vowel recognition game	20	Pairwork
<b>1.13</b> Where's the pair?	Rhyming words	Matching card game	50	Small group
<b>1.14</b> Hand and arm	/æ/ /ɑ:/	TPR sound differentiation puzzle	20	Whole class/Individual
<b>1.15</b> Row your boat	Word/sentence stress, /əʊ/ /i:/ /e/	TPR rhyme, matching activity	50	Whole class/Pairwork
<b>1.16</b> Rhyming pairs of squares	Rhyming words	Matching puzzle	20	Individual
<b>1.17</b> Baa baa black sheep	Word/sentence stress, /i:/ /eɪ/ /ɜ:/	Rhyme, sound differentiation	30	Whole class/Individual
<b>1.18</b> Easy-peasy jigsaw 1	Rhyming words	Puzzle	30	Pairwork
<b>1.19</b> My eyes can see	Word/sentence stress	TPR poem	20	Whole class

## Map of the book

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Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 2: Moving on (age approximately 9–10)</b>				
<b>2.1</b> The bear	Rhyming words with / eə/	Jazz chant, puzzle	30	Whole class/Individual
<b>2.2</b> Rhyming words	Rhyming words	Matching puzzle	30	Individual
<b>2.3</b> Pat-a-cake	/ æ/ / eɪ/ / aɪ/	TPR rhyme, matching activity	40	Whole class/Pairwork
<b>2.4</b> Fruit syllables	Word/sentence stress, syllable counting	Chant, classification puzzle	30	Whole class/Pairwork
<b>2.5</b> Nose and mouth	/ əʊ/ / aʊ/	TPR sound differentiation	20	Whole class/Individual
<b>2.6</b> I can	Word/sentence stress, / kən/	TPR cloze poem	30	Whole class/Individual
<b>2.7</b> Worm words	/ ɜ:/	Chant, vowel recognition game	20	Whole class/Pairwork
<b>2.8</b> Jack and Jill	/ ɪ/ / aʊ/	Rhyme, sound differentiation	30	Whole class/Individual
<b>2.9</b> Easy-peasy jigsaw 2	Rhyming words	Puzzle	30	Pairwork
<b>2.10</b> Fabulous phoniccolours 1	Vowel sounds	Colour coding puzzle	30	Individual
<b>2.11</b> Phonic line-up 1	Consonants	Puzzle	30	Pairwork
<b>2.12</b> Cutlery chant	Word/sentence stress, / u:/ / ɔ:/ / aɪ/ / eɪ/	Chant, matching activity	30	Whole class/Pairwork
<b>2.13</b> Shopping for sounds	/ ð/ / θ/ / s/ / z/	Matching game	30	Small group
<b>2.14</b> Tricky sounds 1	Sound differentiation	Puzzle	20	Pairwork
<b>2.15</b> Join the phonicdots	Phoneme recognition	Join the dots puzzle	30	Individual
<b>2.16</b> Phonimoes	Vowel sounds	Matching game	30	Small group
<b>2.17</b> Sound me out 1	Sound differentiation	Reading puzzle	20	Individual
<b>2.18</b> Go home	Phoneme recognition	Board game	30	Small group
<b>2.19</b> Food, glorious food	Word/sentence stress	Chants	30	Whole class

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Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 3: Flying High (age approximately 11-12)</b>				
<b>3.1</b> Compass vowels	Word/sentence stress, /ɔ:/ /aʊ/ /i:/ /e/	Chant, matching activity	30	Whole class/Pairwork
<b>3.2</b> Fabulous phonicolours 2	Vowel sounds	Colour coding puzzle	30	Individual
<b>3.3</b> Sea syllables	Word/sentence stress, syllable counting	Rhyme, matching activity, puzzle	40	Whole class/Pairwork
<b>3.4</b> Tricky sounds 2	Sound differentiation	Puzzle	20	Pairwork
<b>3.5</b> Time to rhyme	Rhyming words	Half crossword	40	Pairwork
<b>3.6</b> Phonic line-up 2	Vowels	Classification puzzle	30	Pairwork
<b>3.7</b> Follow the sound	Phoneme recognition	Reading puzzle	30	Pairwork
<b>3.8</b> Sound me out 2	Sound differentiation	Reading puzzle	20	Individual
<b>3.9</b> Sounds around	/dʒ/ /k/ /f/ /s/	Board game	30	Small group
<b>3.10</b> Easy-peasy jigsaw 3	Rhyming words	Puzzle	30	Pairwork
<b>3.11</b> Water everywhere	Rhythm, word/sentence stress	Poem, sequencing activity	30	Individual
<b>3.12</b> Phonic bingo	Consonant identification	Listening game	30	Whole class
<b>3.13</b> Do Re Mi	Homophones	Song, matching game (dominoes)	50	Whole class/Small group
<b>3.14</b> Don't	Word/sentence stress, intonation	Cloze poem, role play	30	Individual/Pairwork
<b>3.15</b> Homophone crossword	Homophones	Puzzle	30	Individual
<b>3.16</b> Sound mingle	Consonants: /ð/ /θ/ /s/ /z/ /ʃ/ /tʃ/	Matching activity (mingle), game	30	Whole class/Small group
<b>3.17</b> Tongue twisters	Repetition of the same sounds	Matching, cloze listening	45	Individual

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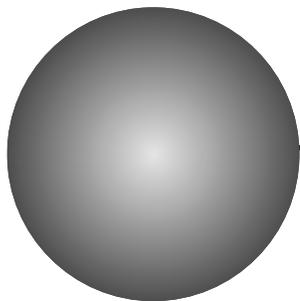
<b>Sounds amazing</b>	<b>Activity title</b>	<b>Pronunciation focus</b>	<b>Activity type</b>	<b>Time</b>	<b>Logistics</b>
	<b>Sounds Amazing 1</b>	Vowel /ʌ/	Puzzle	20	Individual
	<b>Sounds Amazing 2</b>	Vowel /ɔ:/	Puzzle	20	Individual
	<b>Sounds Amazing 3</b>	Vowel /aɪ/	Puzzle	20	Individual
	<b>Sounds Amazing 4</b>	Vowel /aʊ/	Puzzle	20	Individual
	<b>Sounds Amazing 5</b>	Past tense endings /d/	Puzzle	20	Individual
	<b>Sounds Amazing 6</b>	Past tense endings /t/	Puzzle	20	Individual

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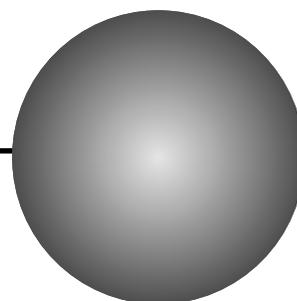
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### Dedication

For José Antonio Palop and Elia Navarro and their children, Tania, Elia and José Antonio. A 'star' family – CN  
For Mike and Nicola – MT

# PRIMARY PRONUNCIATION BOX



## Introduction

### Why teach pronunciation to younger learners?

In their formative years learners are much more receptive to learning sounds and pronunciation patterns. It is much easier to teach and correct pronunciation at an early stage in the learner's development than it is to correct time-compounded pronunciation errors at a later one.

Apart from their natural ability to imitate sounds, children in the 7–12 age group are far less self-conscious than those of 13 years and above. The exaggerated repetition of the same sounds (assonance and alliteration) has established itself as a linguistic phenomenon of the English language. These form the basis of most traditional children's rhymes such as 'Baa baa black sheep' and 'Pat-a-cake, Pat-a-cake' which make them at once comical and memorable for children. For this reason traditional rhymes, poems, songs and chants have been included.

As we see it, there are two kinds of pronunciation skill. The first is the accurate production of English sounds and minimising, as far as possible, any trace of a foreign accent in a 'free speech' context. The second is the ability to read aloud successfully from a written text. Young learners can often pronounce correctly without seeing a written text. However, when they see English in its written form interference from their first language leads them to distort the sounds. Sometimes we become so accustomed to these pronunciation errors that we fail to hear them. You can test this by closing your book and asking your pupils to read something aloud from it. You may understand very little of what they are reading.

There are sound and spelling patterns that can and should be taught to younger learners.

E.g. By, cry, fly, my, sky, why.

All, ball, call, fall, hall, tall, wall.

It is easier to learn exceptions to the rules once the rules have been established. The teaching of phonics (the application of sound patterns to teach reading and writing skills) to native English speaking children has been standard procedure for many years and, when contrasted with the results of more modern experimental methods of teaching, has been proven to be the most effective. We have tried to adapt this to the second language classroom, reasoning that if the sound of a word can be used to effectively teach its written form then, the written form could also be used as a tool with which to teach the sound.

Good pronunciation involves both accurate reproduction of phonemes (sounds) in words, and correct stress and intonation in speech. Rhymes, chants and poems are also effective at developing awareness of the 'musicality' of English.

### What is *Primary Pronunciation Box*?

*Primary Pronunciation Box* is a resource book of over 60 photocopiable supplementary activities to help teachers improve the pronunciation of younger learners (7–12 years approximately). It is appropriate for beginner and pre-intermediate level pupils and is based around the vocabulary found in courses of these levels and the Cambridge English Young Learner Tests (Cambridge ESOL). This vocabulary has been combined with traditional songs for English children and specially invented songs and chants to expose learners to different sounds of standard British English and to teach learners to accurately reproduce them within the medium of play. Through gently-paced pronunciation activities, puzzles and games, younger learners will be shown spelling patterns that will help them to analyse the relationship between the written and spoken word.

The book includes teacher's notes and extension tasks for further language practice. It is divided into four sections: three sections of extended activities grouped according to pupils' levels and ages and a section of word mazes. The activities are of different lengths, ranging from ten-minute 'fillers' through to 'make and do' activities that may occupy the greater part of the lesson. Through game playing, in pairs and in groups, the material encourages autonomy, co-operation and social skills that are so important for the development of younger learners.

The intention here is to provide enjoyable activities that will make both teaching and learning fun, while exploiting younger children's capacity to assimilate new information. To this end the book adopts a non-technical approach and aims to be accessible to native and non-native teachers of English. There is a selection of activities appropriate to different teaching and learning styles (visual, audio and bodily-kinaesthetic) which have been designed to encourage learners to develop an awareness of English phonology.

### Who is *Primary Pronunciation Box* for?

#### Age range

The book has been divided into three levels within the 7–12 year age range. Within each level we have tried to bear in mind the specific needs of each age group. The needs of those 7 year-olds who cannot yet read or write confidently contrast sharply with those of 11–12 year-olds who need a more challenging type of activity. For each activity, we suggest the age range for which it is suitable. However, these ages are intended only as a guide as children's capacity to



do any particular activity will depend largely on their first language, cultural background and the length of time they have been learning English. The amount of time we recommend for each activity should be taken to be the most that a class at the younger age range would need.

### Level

We have organised the activities in *Primary Pronunciation Box* into three levels. This is intended as a guide to the language abilities pupils will need in order to do the activities.

## Using *Primary Pronunciation Box* – tips for teachers

The following suggestions are based on our own experience in the classroom. They are by no means definitive and aim simply to give a few teaching ideas to less experienced teachers.

### Identify problem areas

- Although generalisations can be made about the kinds of difficulty found by learners from certain linguistic backgrounds, we suggest that you listen to your pupils' pronunciation and adopt a strategy accordingly. When we say 'listen' to your pupils, we mean consciously listening to what they say and how they say it. During lessons, discreetly make notes of pronunciation errors for later practice. Try to strike a balance between encouraging fluency and reproducing sounds correctly. They are both equally important and one should not be sacrificed for the other.

### Preparation

- The most important thing with any kind of task is to make sure that the pupils have been well prepared beforehand, that they know all the words they will need and that they understand the object of the exercise. Equipping your pupils properly with the necessary linguistic tools to enable them to carry out a task successfully will ensure that it is a challenging and enjoyable one for all. Without the necessary preparation, learners may have a negative learning experience, which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.

### Songs, rhymes, poems and chants

- For the activities based on songs and rhymes it is not important for the learner to understand every word outside the key words to be practised. In these exercises it is more important for pupils to understand the gist, and use the rhyme as a means with which to practise certain sounds. The visual aids that accompany each rhyme or song and the actions (included in some) should provide the learner with sufficient information to be able to understand the overall concept. At this stage, it is important not to spend precious time on lengthy and complicated explanations of specific words.

Get children to stand up when singing the songs and rhymes. It can make a tremendous difference to their performance and enjoyment.

All of the songs, rhymes, chants and phonic phrases included here can be presented and practised in a variety of different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously practised material for revision or further exploitation and you want to avoid your pupils' reaction of, 'We've already done this!'

- Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time, then reverse the process.
- Say the rhyme whilst clapping your hands and tapping your foot in time to the rhythm.
- Divide the class into groups and ask them to repeat the rhyme in rounds. To do this, the first group starts to say the rhyme and then at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
- Ask your class if anybody wants to do a solo or a duet. The very fact that they are giving a public performance induces most pupils to surpass themselves. It also adds a bit of spice to the proceedings as it gets their adrenaline flowing. If children are reluctant to participate in this however, they should not be forced to do so.
- With your class tape recorder, record the class saying the rhyme collectively and/or individually. Let your pupils listen to themselves. If they feel that they could improve on the second attempt, record them again. When pupils have sung or said their rhymes into the tape recorder be sure to give them a round of applause and encourage the rest of the class to do the same.
- If you have access to a video camera and the rhyme you are doing has actions, record your pupils carrying out the activity. As a reward or a treat for their hard work. They can watch themselves.

### Recycling

It has been calculated that able English children learning their own language need to be exposed to a written word at least twenty times before they will recognise it and be able to reproduce it accurately. For slower learners, this number increases to a hundred. In light of these statistics, we feel that the more the younger learner is exposed to the same sound patterns the better. For this reason some activities concentrate on practising the same sounds in a variety of different ways.

Although your pupils may have a specific pronunciation weakness, try to avoid over intensive practice of the same sound, as learners need time to assimilate new information. Therefore, after doing one activity, coming back to practise a problem sound with another will be more effective at a later date.

## Introduction

## PRIMARY PRONUNCIATION BOX

### Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among your pupils. In this way you project an air of confidence, of being in command and of being more accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements you can help group dynamics and break up potentially disruptive groups. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with children they may not usually associate with.

### Noise

- Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. In the book we use the symbol below to indicate this type of activity. When children are excited they tend to be very noisy and may even lapse into their first language to talk about or discuss some aspect of the activity. Where this is the case try to follow a 'stirring' activity with a 'settling' one.
- Although it can be difficult to get used to at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if children are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You must ensure, however, that only English is used for the completion of specific communication tasks.



### Teaching and Learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers rather than supplying them yourself, even if this means allowing them to make mistakes. Making mistakes is a vital part of the learning process.
- While recognising that their language input may sometimes be limited we feel that 'make and do' activities are particularly valid for the younger age groups. They adopt a holistic approach to learning, rather than focus purely on pronunciation. By this we mean that certain creative aspects of some of the activities, colouring in, cutting out, folding paper, sticking etc., develop fine motor skills and thus incorporate cross-curricular aspects of learning. These activities encourage the enjoyment of language learning,

thereby making it more memorable. Children also have something concrete to take home and keep.

- Extension activities can be given to those pupils who need an extra task to keep them occupied while the rest of the class finish the main activity.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and children will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.

### Competition

- An element of competition can make many children try harder. However, while a competition can be a good incentive for an otherwise lazy pupil it can sometimes be demotivating for a less able but ordinarily hardworking one. Before playing a competitive game it may be useful to explain to children that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to see that when they play a game they can practise and learn more English, so they each win a prize, and that prize is knowledge. Nonetheless, it is always a good idea to balance competitions with other activities to be able to reward or praise individuals according to their needs and performances.
- Competitions can also lead to a lot of noise and over-enthusiasm in the classroom. Any discipline problems can, however, be controlled by keeping a running total of points on the board and deducting points for shouting out the answer or misbehaviour.

### Portfolios

- As parents and carers are taking a growing interest in their children's learning, making personal folders is the perfect way for pupils to take their work home so they can show off what they have learnt in their English lessons. The completed worksheets in *Primary Pronunciation Box* are ideal for including in such a personalised portfolio, as are those from its sister titles: *Primary Activity Box*, *Primary Grammar Box*, *Primary Vocabulary Box*, *Primary Communication Box* and *Primary Reading Box*.

### Storage of Material

- To make flashcards more attractive and appealing to younger learners it is a good idea to enlarge them, colour them in and laminate them with protective adhesive plastic. In this way you will always have them ready for future use.
- In the same way, it is a good idea to photocopy different sets of the same game onto different coloured card and laminate them with adhesive plastic. These can then be stored for easy retrieval at short notice at a later date.

Caroline Nixon and Michael Tomlinson, Murcia 2005