Receptive/Awareness raising activities

- Teacher modelling and phonetic explanations
- Listening to texts and identifying or discriminating target sound(s)
- Reading texts and identifying/discriminating target sound(s)
  (e.g. highlighting/colouring/circling sounds)
- Same or different activities
- Minimal pairs
- Categorizing words according to sound
- Matching activities
- Drawing activities (e.g. pronunciation journey)
Production Activities

- Discrete teaching of place, manner, voicing
- Modelling and drilling
- Dialogues
- Tongue twisters
- Bingo, dominoes, board games
- Line games, running dictations, pair dictations
- Production of sounds from pictures/tables (dialogues)
- Minimal pairs
- Sentence production activities
- Free speaking activities with target words included.

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References


References


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1. three
   teeth
   think
   thin

2. feather
   they
   clothes
   breathe

θ  thin

Put your tongue between your teeth.
Blow out air between your tongue and your top teeth.

ð  the feather
Work in groups of three.

Write eight words spelt with *th* (not the words above). Are they pronounced /θ/ or /ð/? Use your dictionary to check.

The first group to finish shouts *Stop!* The winning group reads out their words. If they pronounce a word incorrectly, the other groups can shout *Challenge!*

4  **Look at the pictures and listen.**

1. This is a Thing.
2. This is a Thing having a bath.

3. This is a Thing with his three brothers.

4. Three Things together at the theatre.

5. This Thing's thirtieth birthday

Read the sentences. Pay attention to the *th* sounds!

5. Look at the phonemic symbols on page 57. Find the words from the box for sounds 18 and 19. Write them in the spaces under the symbols.
5 The consonants

Introduction

Now that the terminology has been defined, the next two units deal with phonemes.

Remember that a phoneme is not just any sound: it is the smallest element of sound that makes a difference in meaning. The sounds represented by the letter l in like and in milk are actually quite different (try saying them), but milk pronounced with the clear l of like is not a different word altogether.

Pronounce the s in ran as a b, however, and you change the meaning of the word. (In Spanish, though, this difference does not exist.)

Task

1 Articulation of consonants Look at the following illustrations and written descriptions, can you identify which sounds are involved?

   a) Close the lips tightly. Push air forward in the mouth. Open the lips quickly to let the air out.

   b) Put the tongue between the teeth. Blow air out between the tongue and the teeth.

   c) Touch the roof of the mouth with the tongue. Touch the side teeth with the sides of the tongue. Vibrate the vocal cords. The sound comes through the nose.

   The three sounds illustrated and described above are all consonant sounds—that is, sounds that are produced when the flow of air from the larynx to the lips is obstructed in some way. Can you identify the point of obstruction in each case?

   It is customary to describe and classify the consonants in terms of:

   - the place where they are formed, that is, the point of major obstruction, for example, the lips

   - the manner by which they are formed, for example, by the explosive release of air
   - whether or not they are voiced, that is, whether or not the vocal cords are made to vibrate

2 Place and manner of articulation Match these terms and their meanings:

   PLACE

   bilabial  formed at the teeth
   labiodental formed at the hard palate
   dental    formed at the two lips
   alveolar  formed at the tooth ridge
   palatal   formed at the soft palate
   velar     formed at the lips and teeth
   glottal   formed in the gap between the vocal cords

   MANNER

   plosive (or stop) by friction
   fricative  through the nose
   affricate  by explosion
   semi-vowel with little or no interruption or friction
   nasal     by explosion ending in friction

   So, any consonant sound can now be described in terms of its place and manner, using the technical terminology. Thus, the sound /f/, which is formed by friction at the juncture of lips and teeth, is a 'labiodental fricative'.

   Now, can you describe (a), (b) and (c) in Task 1 according to where and how they are each produced, using the technical terms?

3 Voiced or voiceless Hold your hand to your throat, and say 'ah'. You should be able to feel the vibration made as the vocal cords (or vocal folds) are engaged. Now, make a prolonged /h/ sound, as if sighing. Notice that there is a clear passage of air passing through the vocal cords, which are wide apart and not vibrating. When the vocal cords vibrate, the effect is called 'voicing'. 'Voiceless' or 'unvoiced' sounds are those produced without vocal cord vibration. Use the same 'hand on throat' test for the following consonant sounds (but try not to add a following vowel, as this will produce voicing, regardless of the consonant sounds):

   m d g t (as in thy) th (as in thigh)

   Now, can you produce a voiced bilabial nasal sound? A voiceless alveolar stop?
Websites and CD Roms

BBC Learn English – Pronunciation section with lots of useful pronunciation resources including quizzes and downloads
http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/

Common mistakes in English by language background Ted Powers website on common pronunciation errors by language group.
http://www.brinternet.com/~ted-powers/phone/html

Connected Speech by Protea Textware A pronunciation program that focuses on the suprasegmentals (British, North American and Australian versions).

David Brett’s excellent interactive Flash-based resources for phonology and phonetics
http://davidbrett.unisss.it/

Easily confused phonetic symbols John Wells’ list of common errors when using the International Phonetic Alphabet.
http://www.phon.ucl.ac.uk/home/wells/confusables.htm

Ethnologue language atlas A searchable web-based languages-of-the-world database from SIL International
http://www.ethnologue.com/web.asp

International Dialects of English Archive (IDEA) online archive of accent and dialect samples designed for theatre and film artists
http://www.langsci.ucl.ac.uk/ida/

Longman Pronunciation Dictionary by John Wells, including The Longman Pronunciation Coach CD-ROM.

Paul Meier’s Dialect Services Fascinating online resources from the international voice and dialect coach.
http://www.paulmeier.com/index.html

Peter Ladefoged’s phonetics resource page includes language maps, IPA symbol search, sound index and a phonetics of course.
http://hctv.humnet.ucla.edu/departments/linguistics/vowelsandconsonants/index.html

Phonetics Flash Animation Project This site contains animated diagrams of speech sounds for English, German and Spanish. Developed by the University of Iowa.
http://www.uiowa.edu/~acadech/phonetics/

Phonetics resources a wide range of useful and interesting resources from the University of Aberdeen.
http://www.abdn.ac.uk/langres/resources/phonetics.html

Phonological Atlas of North America This project documents changes in North American English dialects

Phonology & Phonetics Review: a practice and review unit for students of phonology and phonetics by Pamela Rogerson-Revell. UK Higher Education Authority’s Subject Centre for Languages, Linguistics and Area Studies. http://www.llas.ac.uk/materialsbank/mb081/page_01.htm

Pronunciation animations One of Cambridge University Press’s ELT resources sites.
http://www.cambridge.org/elt/resources/skills/interactive/pron_animations/index.htm

Pronunciation Power Online and CD Rom-based interactive pronunciation materials
http://www.englishlearning.com/