



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

“I Can Say It Through Music”



Pronunciation Activities

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Activity 1:

CUPS AND PRONUNCIATION

this that *they*_____

this that *they*_____

this *that* this *that*

this that *they*_____

thick and *thin*_____

thick and *thin*_____

thick *thin* thick *thin*

thick and *thin*_____

CUPS AND PRONUNCIATION - 2

with what *where*_____

with what *where*_____

with *what* with *what*

with what *where*_____

vim vam *voom*_____

vim vam *voom*_____

Vim *vam* vim *vam*

vim vam *voom*_____

Activity 2: PRONUNCIATION WITH CUPS AND CHOPSTICKS

Le	la	le la	lo	Le	la	le la	lo
■	■	■ □	■	■	■	■ □	■
<u>R</u>	<u>R</u>	<u>R</u> L	R	<u>R</u>	<u>R</u>	<u>R</u> L	R
Me	ma	me ma	mo	Me	ma	me ma	mo
□	□	□ ■	□	□	□	□ ■	□
<u>L</u>	<u>L</u>	<u>L</u> R	L	<u>L</u>	<u>L</u>	L R	L
Ve	va	ve va	vo	Ve	va	ve va	vo
■	■	■ □	■	■	■	■ □	■
<u>R</u>	<u>R</u>	<u>R</u> L	R	<u>R</u>	<u>R</u>	<u>R</u> L	R
Re	ra	re ra	ro	Re	ra	re ra	ro
□	□	□ ■	□	□	□	□ ■	□
<u>L</u>	<u>L</u>	<u>L</u> R	L	<u>L</u>	<u>L</u>	<u>L</u> R	L
Te ta	to	Te ta	to	He ha	ho	He ha	ho
■ □	■	■ □	■	□ ■	□	□ ■	□
<u>R</u> L	R	<u>R</u> L	R	<u>L</u> R	L	<u>L</u> R	L
Le la le la	lo	Le la le la	lo				
■ □	■ □	■	■	■ □	■ □	■	
<u>R</u> L	<u>R</u> L	<u>R</u>	<u>R</u>	<u>R</u> L	<u>R</u> L	<u>R</u>	

Activity 2 continued:

Sound 'l' and 'r'

These sounds are difficult to say as single letters. It is better to put them with a vowel. Therefore use 'la and 'ra' to practice.

l a l
e
i
o
r u r

Activity 3:

VOWEL- SHORT AND LONG SOUNDS

short sound a a a a appeal	at am apple across affirm
long sound a a a a	ace ape apex alien apron
short sound e e e e	egg echo edit elf enter
long sound e e e e	eco ego elastic eve even
short sound i i i i	in it ill indoor igloo idiot
long sound i i i i	ice idol ideal iron isolate ivory
short sound o o o o	on off opt occur orange operate
long sound o o o o	obese open ocean okay
short sound u u u u	up ugly usher utter umbrella
long sound u u u u	unit union unique uniform used useful utility usage

Activity 4:

VOWELS

a e ae i

e i ei o

i o io u

o u ou a

a e io u

CONSONANTS

b p b p v

p v p v t

v t v t c

t c t c b

b p v t c

CONSONANTS-2

d g dg w

g w gw j

w j wj k

j k jk d

d g wj k

CONSONANTS-3

f h fh s

h s hs l

s l sl m

l m lm f

f h sl m

BLENDS-1

sh ch sh ch wh

ch wh ch wh ck

wh ck wh ck th

ck th ck th sh

sh ch wh ck th

Activity 5:

Rhythm Cups Explorations- Eighths

The image shows two musical staves in 4/4 time. Each staff contains four measures of music. The first measure of each staff has a quarter rest followed by an eighth note with an 'x' above it. The second measure has a quarter rest followed by two eighth notes with 'x' above them. The third measure has a quarter rest followed by four eighth notes with 'x' above them. The fourth measure has a quarter rest followed by two eighth notes with 'x' above them. The second staff has an arrow pointing to the final note with the text 'PICK UP' next to it.

Source: by Wendy Stevens, (wendy@ComposeCreate.com)

	ch		ch		ch	ch	-
sh				sh			
1	2	3	4	5	6	7	8

	ch		ch		ch	ch	-
sh				sh			

	ch	ch	ch		ch	ch	-
sh				sh			

	ch		ch				
sh		sh		sh	-	sh	-

Activity 6:

Obwisana



Ob-wi sa-na sa-na na



Ob-wi sa-na sa



Ob-wi sa-na sa-na na



Ob-wi sa-na sa

Obwisana song

Obwi sana sana na

I I X

Obwi sana sa

I I I →

Obwi sana sana na

I I X

Obwi sana sa

I I I →

INSTRUCTIONS

Activity 1: This that *they* _____

- Using up turned cups, tap the top of the cup for the words that are **not Italic** and tap the desk with the cup for the **Italic words**.
- To vary the activity, on the last word pass your cup to the right. (then to the left on the last word) You can also vary the number of times you pass to the right then pass to the left
eg. 2 x right, then 2 x left. The tempo (speed) can be faster or slower.
- If you don't have cups use:
 1. Your curled up fist as the cup and tap the top of your fist with your hand. OR
 2. 'Clap' for the non-italic words and 'stamp' on the Italic words.
- Learn the rhythm using this, that they _____. Then try other words thick and thin/ with what where. vim vam voom.
- The consonants in vim vam voom can be changed to create new patterns to practice new sounds. E.g. sim sam soom / bim bam boom / lim lam loom /rim ram room/zim zam zoom etc.
- Song "With or Without you" U2

Activity 2: Le la lo

- This activity uses cups and chopsticks.
- Learn the pattern speaking- Right Right Right Left Right
(this is good practice for 'r' and 'l')
- The letters that are underlined tap the top of the cup with the right chopstick. (R) or left chopstick (L).
- The letters without the underline tap the stick on the side of the cup as written right or left.
- Learn each line then perform as a whole piece.
- Now try it with the le la lo etc.
- Song: "Can't Get You Out Of My Head"- Kylie Minogue (repeated la)
- To practice Sound 'l' and 'r' put them with a vowel. la le li lo lu/ al el il ol ul (too difficult without a vowel)

Activity 3: Vowel Long and Short Sounds

- This activity uses five cups in a line across the table.
- As the student says each sound they touch the cup this reminds them to position their mouth, tongue and lips. On the fifth cup say a word starting with this sound.

Short sound- a a a a **at**

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Activity 4: Vowels Consonants and Blends

- This pattern of letters can be done in two ways
 1. Using the name of the letter (use long gestures) OR
 2. The sound of the letter (use very short gestures)
- This activity gets the student to think quickly, changing from one sound to another.
- Some of the patterns are challenging so practice each line until it is secure then move to the next line. Say the five lines through from beginning to the end.

Activity 5: 'sh and 'ch'

- This activity can be used with a cup tapping the base and tapping the cup on the table.
OR You can use finger clicks with 'sh' left click and 'ch' right click.
OR you can divide the group into two groups and the first group is 'sh' and the second group is 'ch'. Then reverse the roles.
- The pattern is divided into eight and when the box is empty there is no sound or if there is a line it means to hold on the sound from the previous box.
- Learn each line separately then put the four lines together to perform.
- Substitute different blends (digraphs) instead place of 'sh' and 'ch'.

Activity 6: 'Obwisana Song'

- This is a stick song so you can use chopsticks. Alternatively, two stones will work.

Start with the two chopsticks on the table in a knife and fork position.

Pick them up and cross tap by the second 'sana' then place them back on the table.

Lift the right chopstick only and place it in front of your partner to the left.

Start again with the two sticks in front of you and keep repeating this pattern.

Refer to the diagram to see which syllable corresponds with the stick pattern.
- To add a challenge do 2 x left and then 2 x right

OR 4 x left and then 4 x right

OR 1 x left and 1 x right and keep repeating.

There will be lots of laughter and chopstick pile ups.

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