

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 (eg pronunciation journey)

What is phonetics? What is phonology? © Naylor & Masters 2016



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.

What is phonetics? What is phonology? © Naylor & Masters 2016



References

- Baker, A 1981, *Ship or Sheep: An intermediate Pronunciation Course*. Cambridge University Press, Cambridge.
- Cunningham, S & Moor, P 2002, *New Headway Pronunciation. Elementary Students Book*. Oxford University Press, Oxford.
- Harmer, J 2007, *The Practice of English Language Teaching, 4th Ed.* Pearson Longman, England.
- Jenkins, J 2000, *The phonology of English as an international language*. Oxford University Press, Oxford.
- Marquadt, T, Reinhardt, J & Peterson, H (1979) 'Markedness Analysis of phonemic substitution errors in apraxia of speech'. *Journal of Communication Disorders*, 12, pp 481-494.
- Mey, J (Ed.) 1998, *Concise encyclopedia of pragmatics*. Elsevier Science, Oxford.

What is phonetics? What is phonology? © Naylor & Masters 2016



References

- Roach, P. 2000, *English Phonetics and Phonology*, 3rd Ed. Cambridge University Press, Cambridge.
- Rogerson-Ravell, P 2011, *English Phonology and Pronunciation teaching*. Bloomsbury Academic, London
- Smith, M and Swan, B 1987, *Learner English: A teacher's guide to interference and other problems*. Cambridge University Press, Cambridge.
- Thornbury, S 1997, *About Language*. Cambridge University Press, Cambridge.
- University of Iowa, *Sounds of Speech*, <http://soundsofspeech.uiowa.edu/english/english.html>, accessed 7-5-16
- Winitz, H & Bellerose, B 1967, 'The relation between sound discrimination and sound learning'. *Journal of Communication Disorders*, 1, pp215-235.

What is phonetics? What is phonology? © Naylor & Masters 2016



1.

3

three



teeth



think

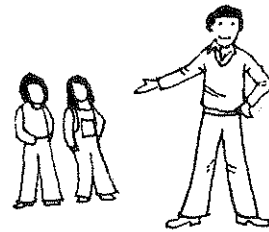


thin

2.



feather



they

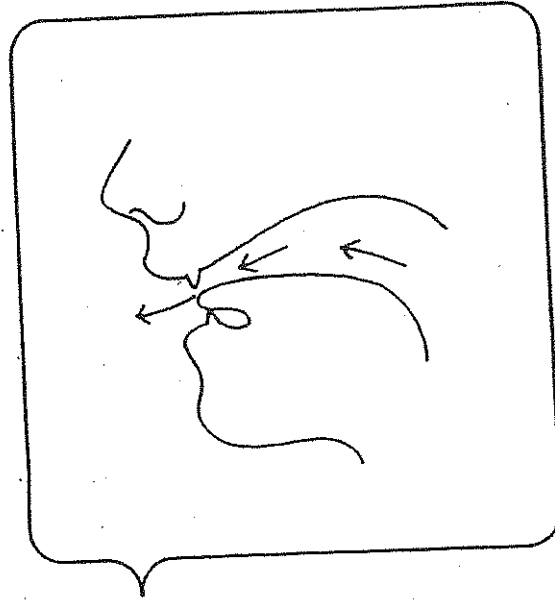


clothes



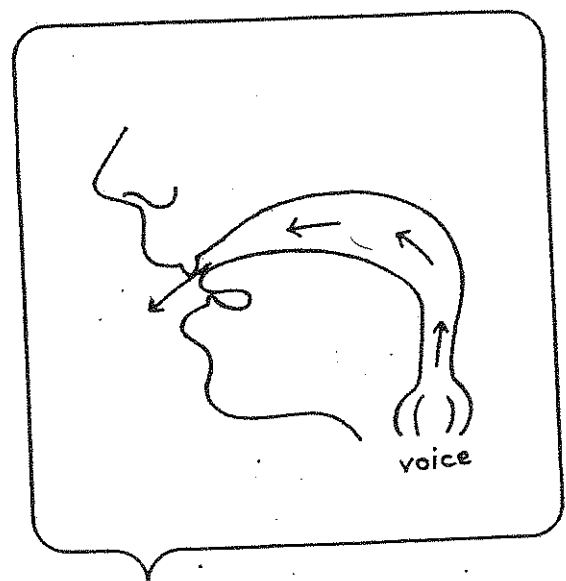
breathe

θ thin



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

ð the feather

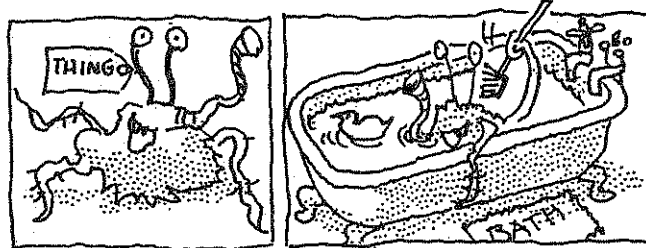


3 Work in groups of three.

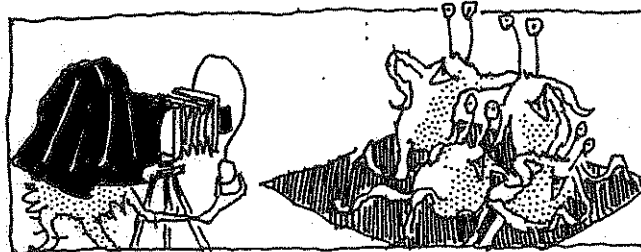
Write eight words spelt with *th* (not the words above). Are they pronounced /θ/ or /ð/? Use your dictionary to check.

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!*

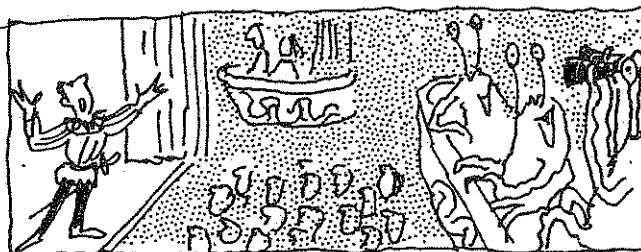
4 **T5.5** Look at the pictures and listen.



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

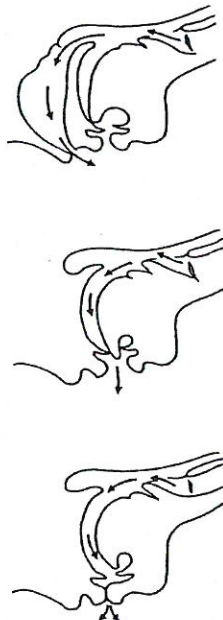
Introduction

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 *v* in *van* 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?



- Close the lips tightly. Push air forward in the mouth. Open the lips quickly to let the air out.
- Put the tongue between the teeth. Blow air out between the tongue and the teeth.
- 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 /h/, 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 b g t th (as in thy) th (as in thigh)

Now, can you produce a voiced bilabial nasal sound? A voiceless alveolar stop?

Websites and CDROMs

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.britinternet.com/~ted.power/phono.html>

Connected Speech by Protea Textware A pronunciation program that focuses on the suprasegmentals (British, North American and Australian versions). <http://www.proteatextware.com.au/default.asp>

David Brett's excellent interactive Flash-based resources for phonology and phonetics <http://davidbrett.uniss.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

International Phonetic Association Phonetics information and resources (e.g. downloadable IPA charts and sound files).
<http://www.langsci.ucl.ac.uk/ipa/>

Longman Pronunciation Dictionary by John Wells, including The Longman Pronunciation Coach CD-ROM. <http://www.pearsonlongman.com/dictionaries/LPD/video/LPD3.html>

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 English course. <http://hctrv.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/~acadtch/phonetics/>

Phonetics resources a wide range of useful and interesting resources from the University of Aberdeen. <http://www.abdn.ac.uk/langling/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/materials/bank/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/>

Pronunciation Tip of the Day from University College London's Department of Speech, Hearing and Phonetic Sciences
<http://www.phon.ucl.ac.uk/home/johnm/epitod/tiphome.htm>

Speech Accent Archive hundreds of samples of English accents recorded with detailed transcriptions and notes on phonological features for each accent. <http://accent.gmu.edu/>

Speech in Action Richard Cauldwell's listening and pronunciation courseware based on recordings of unscripted speech <http://www.speechinaction.com/>

Speech Internet Dictionary Comprehensive dictionary of phonetics and phonology edited by John Maidment <http://www.phon.ucl.ac.uk/home/johnm/sid/sidhome.htm>

Voice and Speech Sounds lots of interactive voice and speech resources, including phonetics charts by Eric Armstrong, University of York, Canada. <http://www.yorku.ca/earmstro/index.html>

Web Tutorials in phonetics by John Maidment. Lots more from University College London's Department of Phonetics and Linguistics. <http://www.phon.ucl.ac.uk/resource/tutorials.html#phon>

Pronunciation textbooks

Baker, A. (1981) *Ship or Sheep?* Cambridge: Cambridge University Press.

Bowen, T. & Marks, J. (1992) *The Pronunciation Book: Student-Centred Activities for Pronunciation Work*. Burnt Mill: Longman.

Bowler, B. and Cunningham, S. (1999) *Headway Pronunciation Course*. Oxford: Oxford University Press.

Bradford, B. (1988) *Intonation in Context*. Cambridge: Cambridge University Press.

Brazil, D. (1994) *Pronunciation for Advanced Learners of English*. Cambridge: Cambridge University Press.

Cook, V. (1979) *Using Intonation*. London: Longman.

Gilbert, J. (2005) *Clear Speech: Pronunciation and Listening Comprehension in North American English* (3rd edition). Cambridge: Cambridge University Press.

Graham, C. (1978) *Jazz Chants*. New York: Oxford University Press.

Hancock, M. (1995) *Pronunciation Games*. Cambridge: Cambridge University Press.

Hancock, M. (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press.

Hewings, M. (1993) *Pronunciation Tasks: A Course for Pre-intermediate Learners*. Cambridge: Cambridge University Press.

Mortimer, C. (1985) *Elements of Pronunciation*. Cambridge: Cambridge University Press.

O'Connor, J. D. (1976) *Better English Pronunciation* (2nd edition). Cambridge: Cambridge University Press.

O'Connor, J. D. and Arnold, G. E. (1963) *Intonation of Colloquial English*. London: Longman.

O'Connor, J. D. and Fletcher, C. (1989) *Sounds English*. Harlow: Longman.

Rogerson, P. and Gilbert, J. (1990) *Speaking Clearly*. Cambridge: Cambridge University Press.

Underhill, A. (1994) *Sound Foundations: Learning and Teaching Pronunciation*. London: Macmillan.

Vaughan-Rees, M. (1994) *Rhymes and Rhythm*. London: Macmillan.

Vaughan-Rees, M. (2002) *Test Your Pronunciation*. London: Penguin.

Rogerson-Revell, P 2013, English Phonology and Pronunciation Teaching. Bloomsbury Academic, UK