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Teaching and Learning English
(TaLE) project

Phonology for English teachers in Bangladesh



A Learning Unlimited publication



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'Working together to manage migration'

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Introduction

The ***Teaching and Learning English (TaLE)*** was a 22-month European Integration Fund (EIF) project led by Learning Unlimited working in partnership with UKBET (UK Bangladesh Education Trust), St Giles Educational Trust and Greenwich Community College running from September 2012 to June 2014.

The TaLE project aimed to provide an innovative and holistic approach to ESOL teaching and learning and teacher training in Bangladesh to support the integration of women who are planning to join husbands and families and settle in the UK. It is building on and developing the work of a previous EIF-funded project, *Welcome to the UK*, also led by Learning Unlimited, which ran pre-departure *Preparing for life in the UK* workshops in Bangladesh for women in and around the Sylhet district.

This pack, *Phonology for English teachers in Bangladesh*, developed by St Giles International, is intended for use by teacher trainers and candidates on teacher training programmes including Cambridge ICELT Module 1 (Language for Teachers) and Teaching Knowledge Test (TKT) courses. The pack has been designed to supplement the delivery of ICELT and TKT courses and contains a series of four teacher training sessions focussing on phonology. The materials and activities were designed for a group of English teachers whose first language was Bangla (Bengali).

The first two sessions cover the principal areas of phonology, moving from sounds and phonemes to stress and intonation. The main aim here is to improve the participants' own pronunciation and awareness of phonology. In the third session, the focus moves on to how teachers can analyse phonology in lessons when dealing with new language and lexis. The fourth session is a review.

To find out more about the TaLE project, please see <http://www.learningunlimited.co/projects/tale>

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Session 1 (90 mins)

Aims

The aims of Session 1 are as follows:

- to introduce the overall topic of phonology
- to assess trainees' familiarity with the phonemic chart and phonemic symbols
- to identify and help with pronunciation issues affecting Bangla (Bengali) speakers
- to introduce a typical classroom activity for helping with pronunciation.

Preparation

- Print the following handouts – one copy for each trainee:
 - Phonemic chart: find a copy of the phonemic chart on line
 - Phonemic chart matching activity
 - Phonemic chart matching activity (Answers)
 - Problematic sounds for Bangladeshi learners (1)
 - Problematic sounds for Bangladeshi learners (2)
 - Problematic sounds for Bangladeshi learners (Answers)
 - Extracts from 'Speakers of South Asian languages' section in *Learner English* (Smith, B & Swan, M, 2001, Cambridge University Press)
- n.b. For all handouts, print one copy for each trainee but for pair work activities only give out one per pair. Additional copies can be picked up by trainees at the end of the activity/session.
- Copy the minimal pairs table on to a flip chart or board

Session plan

1. Lead-in (10 minutes)

- Ask the trainees "What do we mean by phonology?"
- Put the trainees into pairs to discuss this.
- Get some feedback and, if necessary, elicit *sounds*, *word stress*, *sentence stress* and *intonation*.
- Explain that this session will focus on *sounds*, and that further sessions will address the other aspects of phonology.

2 The phonemic chart (25 minutes)

- Give a copy of the phonemic chart to each pair and ask them to discuss what they know about it and how it is organised.
- Give trainees a copy of the *Phonemic chart matching activity* to do in pairs.
- Trainees can then check their answers together using *Phonemic chart matching activity (Answers)* and then discuss together as a whole group.
- Ask the trainees in pairs to test each other on the phonemic chart sounds, using the 'Say and point, point and say' approach i.e. trainees take it in turns to say a sound and their partner points to it, then they take it in turns to point at a sound and the partner says it.
- For further practice, ask trainees to write 3 things in phonemic script (e.g. your name, a famous person and a short sentence about what they did the previous day).
- Ask trainees to stand, mingle, show each other their phonemic writing and try to read each other's texts aloud.

3 Identifying Bangladeshi pronunciation issues (20 minutes)

- In pairs, trainees make a list of common pronunciation problems for them/their learners.
- Give trainees the *Problematic sounds for Bangladeshi learners (1)* handout showing sentences containing common pronunciation problems and ask trainees to discuss what is difficult about each sentence (5 x structural, 5 x lexis).
- Give out the *Problematic sounds for Bangladeshi learners (2)* handout. Ask trainees to match the example sentences to the problem sounds for Bangla (Bengali) speakers.
- Check the answers together and give brief feedback.
- Give trainees a copy of *Problematic sounds for Bangladeshi learners (Answers)*.

4 Drilling (15 minutes)

- Drill the 10 sentences from *Problematic sounds for Bangladeshi learners* chorally and individually, working on mouth shape and correction.
- Trainees practise the sentences and problem sounds in small groups of 3 or 4.
- Refer trainees to the extract from the 'Speakers of South Asian languages' section in *Learner English* by Smith & Swan showing the sounds that Bangla shares with English, and those it does not have.

5 Minimal pairs (20 minutes)

- Refer to the minimal pairs table on the flipchart / board and explain to trainees that they are going to try out two ideas on how to use it in English classes:
 - **Idea 1:** Ask trainees to stand in a line facing the centre of the flipchart/board. Call out words from the table and trainees have to jump right or left depending on the vowel sound.
 - **Idea 2:** Ask trainees to line up again, this time in 3 teams/lines facing the flipchart/board. Call out words from the table, and ask the trainees at the front of each line to shout '1' or '2' depending on the vowel sounds. All three go to the back of each line. Repeat with the next trainees now at the front of the line and so on.
- Ask the trainees to sit down and give each trainee a copy of the *Minimal pairs* handout.
- Divide the trainees into pairs and ask them to test each other ('Say and point, point and say').
- If time, trainees in their pairs could make a minimal pairs activity of their own for two other problem sounds for Bangla speakers.

Phonemic chart matching activity

Write the correct phonemic symbol for each sound next to each word:

Single vowels

- a) put
- b) hat
- c) see
- d) cup
- e) fur
- f) ten
- g) arm
- h) sit
- i) got
- j) four
- k) too
- l) mother

Diphthongs

- a) pure
- b) know
- c) boy
- d) ear
- e) eye
- f) how
- g) page
- h) hair

Consonants

- | | | | |
|-------------------|-----------------|---------|---------|
| a) get | b) zoo | c) chin | d) so |
| e) pen | f) yes | g) cat | h) tea |
| i) <u>vi</u> sion | j) <u>si</u> ng | k) bad | l) leg |
| m) did | n) June | o) red | p) thin |
| q) no | r) then | s) wet | t) fall |
| u) voice | v) man | w) she | x) how |

Phonemic chart matching activity (Answers)

Single vowels

- a) put /ʊ/
- b) hat /æ/
- c) see /i:/
- d) cup /ʌ/
- e) fur /ɜ:/
- f) ten /e/
- g) arm /ɑ:/
- h) sit /ɪ/
- i) got /ɒ/
- j) four /ɔ:/
- k) too /u:/
- l) mother /ə/

Diphthongs

- a) pure /ʊə/
- b) know /əʊ/
- c) boy /ɔɪ/
- d) ear /ɪə/
- e) eye /aɪ/
- f) how /aʊ/
- g) page /eɪ/
- h) hair /eə/



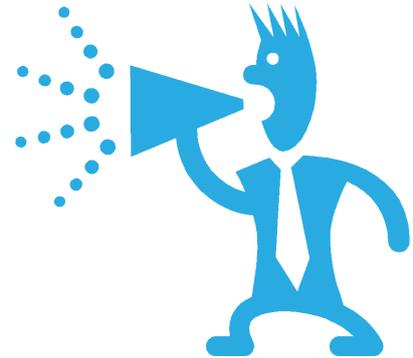
Consonants

- | | | | |
|------------------------|----------------------|--------------|-------------|
| a) get /g/ | b) zoo /z/ | c) chin /tʃ/ | d) so /s/ |
| e) pen /p/ | f) yes /j/ | g) cat /k/ | h) tea /t/ |
| i) vis <u>i</u> on /z/ | j) s <u>i</u> ng /ŋ/ | k) bad /b/ | l) leg /l/ |
| m) did /d/ | n) June /dʒ/ | o) red /r/ | p) thin /θ/ |
| q) no /n/ | r) then /ð/ | s) wet /w/ | t) fall /f/ |
| u) voice /v/ | v) man /m/ | w) she /ʃ/ | x) how /h/ |

Problematic sounds for Bangladeshi learners (1)

Look at the following sentences. For each one:

- Which sound(s) cause the main difficulty?
- What pronunciation error do your learners sometimes make with these sounds?



Vowels

1. He said he was sad.
2. They have the same name.
3. Show me the road north.
4. Lots of laws make me laugh.
5. Have a cup of tea together.

Consonants

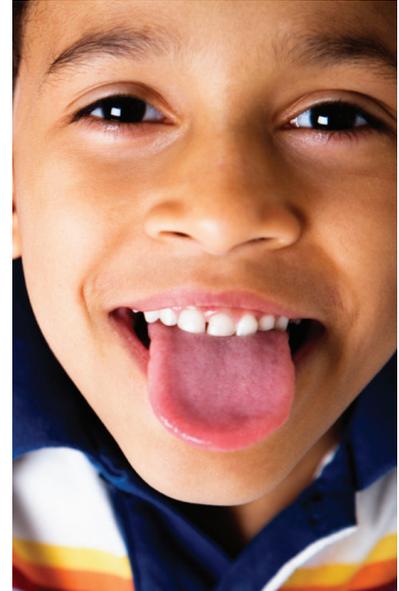
1. I think they like them.
2. The valley was very wide.
3. She likes the sea-shore.
4. These businesses pay almost zero wages.
5. I stopped in the town and spent ten pounds on children's clothes.

Problematic sounds for Bangladeshi learners (2)

Now match the typical Bangladeshi errors below with the sentences you just looked at. Write a letter (A-E) next to each sentence on the handout *Problematic sounds for Bangladeshi learners (1)*

Vowels

- A) /əʊ/ can be pronounced as /ɔː/
- B) /æ/ can be pronounced as /e/
- C) Unstressed vowels are not pronounced as /ə/
- D) /ɒ/ and /ɔː/ can be pronounced as /ɑː/
- E) /eɪ/ can be pronounced as /e/



Consonants

- A) It can be difficult to distinguish between /ʃ/ and /s/
- B) /z/ causes problems: a voiced 's' is often pronounced unvoiced and /dʒ/ and /z/ are confused
- C) /θ/ and /ð/ can be pronounced as /tʰ/ and /d/
- D) /v/ and /w/ are sometimes confused
- E) Unvoiced consonants (e.g. /t/, /k/, /p/, /tʃ/) are pronounced without aspiration and sound too 'heavy'

Problematic sounds for Bangladeshi learners (Answers)

Vowels

1. He said he was sad.	B) /æ/ can be pronounced as /e/
2. They have the same name	E) /eɪ/ can be pronounced as /e/
3. Show me the road north.	A) /əʊ/ can be pronounced as /ɔ:/
4. Lots of laws make me laugh.	D) /ɒ/ and /ɔ:/ can be pronounced as /ɑ:/
5. Have a glass of water.	C) Unstressed vowels are not pronounced as /ə/ but pronounced with the full form /eɪ/ and /ɒ/

Consonants

1. I think they like them	C) /θ/ and /ð/ can be pronounced as /t ^h / and /d/
2. The valley was very wide.	D) /v/ and /w/ are sometimes confused
3. She likes the sea-shore.	A) It can be difficult to distinguish between /ʃ/ and /s/
4. These businesses pay almost zero wages.	B) /z/ causes problems: a voiced 's' is often pronounced unvoiced and /dʒ/ and /z/ are confused
5. I stopped in the town and spent ten pounds on children's clothes.	E) Unvoiced consonants (e.g. /t/, /k/, /p/, /tʃ/) are pronounced without aspiration and sound too 'heavy'

Minimal pairs activity

/æ/	/e/
sad	said
pack	peck
latter	letter
jam	gem
bat	bet
tan	ten

Session 2 (90 minutes)

Aims

The aims of Session 2 are as follows:

- to raise awareness of word stress
- to raise awareness of phrasal stress
- to raise awareness of contrastive stress
- to highlight how intonation can affect meaning
- to review phonemic symbols for vowel sounds introduced in Session 1.

Preparation

- Print the following handouts – one copy for each trainee:
 - Word stress patterns
 - Phrasal stress activity
 - Intonation activity
 - Phonemes review activity
 - Phonemes review (Answers)n.b. For all handouts, print one copy for each trainee but for pair work activities only give out one per pair. Additional copies can be picked up by trainees at the end of the activity/ session.
- Make copies of the following activities from *Pronunciation Games* (Hancock, M, 1995, Cambridge University Press):
 - *Dar Dooby Dipety* game
 - *Contradict me* game – prepare a set of cut up cards for each group

Session plan

1. Lead-in: syllables and stress (10 minutes)

- Dictate a few words with different stress patterns (e.g. panic, collide, insult, triangle).
- Ask trainees to discuss how many syllables each word has, mark the stress, then feedback.

2. Word stress (20 minutes)

- Play the 'Rapid reaction' game:
 - Copy the 11 different word stress patterns from the *Word stress patterns* handout on the board and number them 1 to 11
 - Ask the trainees line up facing the board in 3 teams
 - Call out a word from the *Word stress patterns* handout
 - The trainees at the front of the line race to say the number allocated to the stress pattern on the board
 - All three go to the back of each line
 - Repeat with the next trainees now at the front of the line and so on.

- Ask trainees to sit and practise saying the words from the *Word stress patterns* handout in pairs.
- If time, trainees can add more example words for each stress pattern type.
- Drill a range of the items.
- Ask the trainees what they found difficult and how they could support their learners with the same difficulties.

3. Phrasal stress (10 minutes)

- Write an example phrase on the board, e.g. *See you tonight* and elicit the stress pattern.
- Give trainees the *Phrasal stress activity* to do in pairs.
- Check answers (1 – d, e, g; 2 – b, f, h.; 3 – c; 4 – a.) and get feedback.
- Drill the phrases.
- If time, trainees can add more examples.

4. Rhythm (10 minutes)

- Tell trainees about a new language with just 3 words; 'Dar', 'Dooby' and 'Dipety' and drill the three words.
- Give trainees a copy of the *Dar Dooby Dipety* game (Pronunciation Games).
- Elicit and drill some examples from the first section, e.g. *Dar Dar Dar = Fresh fried chips*.
- Ask trainees to test each other in closed and open pairs.

5. Contrastive stress (15 minutes)

- Give an example of contrastive stress, e.g. *I flew here by plane last week* and demonstrate by emphasising the stressed word (e.g. *week*, not *month*).
- Put trainees in groups of 3 or 4 and give each group a set of cut up cards from *Contradict me* (Pronunciation Games).
- Trainees take turns reading out a sentence and correcting each other using contrastive stress.

6. Intonation (10 minutes)

- Set the context by explaining the situation; two people at home having a conversation.
- Give trainees the dialogue handout and ask trainees to act out the dialogue in pairs.
- Take feedback, then model and drill the dialogue emphasising and discussing how intonation affects meaning.
- Ask the trainees to act out the dialogue in pairs again, with increased awareness of affecting meaning through their intonation.

7. Phonemes review activity (15 minutes)

- Explain to trainees that they are going to review the vowel sounds from Session 1.
- Give each trainee a copy of the *Phonemes review activity*, and ask them to match the words to the correct vowel sounds.
- Ask the trainees to check their answers in pairs.
- Give trainees copy of *Phonemes review activity (Answers)* and discuss/drill any problem areas. Take feedback.

Word stress patterns



noun

schwa

stressed



language

level

structure



describe

correct

request



article

negative

alphabet



discussion

successful

prediction



understand

seventeen

Bangladesh



technology

continuous

activity



information

motivation

preposition



alphabetical

opportunity

terminology



examination

pronunciation



responsibility

incomprehensible

Phrasal stress activity

Match each phrase with the correct stress pattern:



1. ○ — ○ —

2. ○ — — ○

3. — ○ ○ ○

4. — ○ ○ —

- a. the first morning
- b. four and a half
- c. the big red bus
- d. a hundred men
- e. at six o'clock
- f. once in a while
- g. a cup of tea
- h. Who was the girl?

Intonation activity

Nick and Simon are at home in their flat ...

N: *Simon*

S: *Yes*

N: *Biscuit*

S: *No*

N: *Please*

S: *No*

N: *Just one*

S: *No*

N: *Why not*

S: *My biscuits*

N: *Unbelievable*

S: *What*

N: *So selfish*

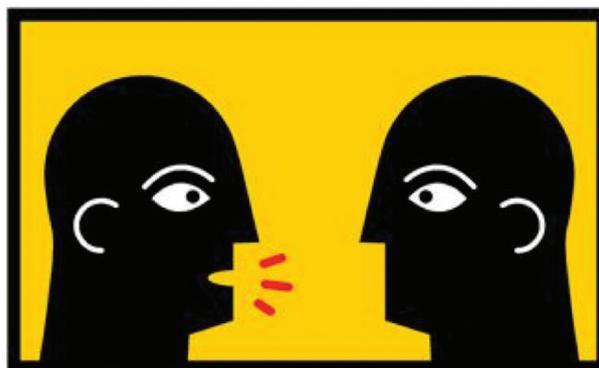
S: *Sorry*

N: *Well then*

S: *Oh alright then*

N: *Thanks*

S: *Hmmmm*



Phonemes review activity

Match the words on the left with their vowel sounds on the right.

For example: A. = 7)

A. language	_____	1) /e/ /ə/
B. bookcase	_____	2) /u:/ /ə/
C. iron	_____	3) /ʊ/ /eɪ/
D. knowledge	_____	4) /ɪ/ /ɪ/
E. special	_____	5) /ɑ:/ /i:/
F. ready	_____	6) /ʌ/ /i:/
G. party	<u> A </u>	7) /æ/ /ɪ/
H. builder	_____	8) /ɪ/ /ə/
I. human	_____	9) /ʊ/ /ə/
J. funny	_____	10) /aɪ/ /ə/
K. despair	_____	11) /ə/ /ɪə/
L. woman	_____	12) /e/ /i:/
M. women	_____	13) /ɪ/ /eə/
N. appear	_____	14) /ɒ/ /ɪ/

Phonemes review (Answers)

A. language	E	1)	/e/	/ə/
B. bookcase	I	2)	/uː/	/ə/
C. iron	B	3)	/ʊ/	/eɪ/
D. knowledge	M	4)	/ɪ/	/ɪ/
E. special	G	5)	/ɑː/	/iː/
F. ready	J	6)	/ʌ/	/iː/
G. party	A	7)	/æ/	/ɪ/
H. builder	H	8)	/ɪ/	/ə/
I. human	L	9)	/ʊ/	/ə/
J. funny	C	10)	/aɪ/	/ə/
K. despair	N	11)	/ə/	/ɪə/
L. woman	F	12)	/e/	/iː/
M. women	K	13)	/ɪ/	/eə/
N. appear	D	14)	/ɒ/	/ɪ/

Session 3 (90 minutes)

Aims

The aims of Session 3 are as follows:

- to review phonemic symbols and their sounds
- to identify learners' pronunciation problems with a range of lexical items
- to identify learners' pronunciation problems with a range of structural items
- to raise trainees' awareness of their own pronunciation strengths and weaknesses.

Preparation

- Warmer: 2 sheets of paper and a marker pen for each trainee
- Print the following handouts – one copy for each trainee:
 - Vocabulary analysis activity
 - Marker sentences for analysis activities A, B, C, D and E

n.b. For all handouts, print one copy for each trainee but for pair work activities only give out one per pair. Additional copies can be picked up by trainees at the end of the activity/ session.

Session plan

1. Warmer (10 minutes)

- Give out sheets of paper and marker pens. Ask each trainee to write two phonemic symbols (one vowel sound and one consonant).
- Trainees mingle, showing their sounds to each other and combining two or more of them to make words.
- Take brief feedback.

2. Learners' pronunciation problems (lexis) (25 minutes)

- Introduce the topic and elicit general areas from teachers in which their learners might have difficulty (e.g. sounds not in first language, consonant clusters, diphthongs, connected speech, stress, weak forms etc.).
- Divide trainees into pairs and give each pair a copy of the *Vocabulary analysis activity* handout.
- Ask pairs work on identifying the difficulties associated with each lexical item in the list.
- Take brief feedback.

3. Pronunciation practice (lexis) (10 minutes)

- Drill the vocabulary items from the *Vocabulary analysis activity* chorally and individually.
- Trainees then practise together in small groups.

4. Learners' pronunciation problems (structural) (30 minutes)

- Introduce the topic, relating it to trainees' knowledge of teaching structure-based lessons. For example, elicit general areas in which learners might have difficulty (e.g. key sounds, sound-spelling differences, connected speech, stress and rhythm, weak forms and schwa, rising/falling intonation in questions etc.).
- Divide trainees into 5 groups and give each group a set of marker sentences for different language lessons (A, B, C, D or E).
- Ask trainees in their groups to discuss and note any key phonological features that would need to be highlighted in a lesson for each set of sentences.
- If time, regroup trainees (e.g. one person from each group A, B, C, D and E in each new group) to report their findings to each other.

5. Pronunciation practice (marker sentences) (10 minutes)

- Drill the marker sentences with the whole group.
- Divide trainees into new groups so that each member has different sets of marker sentences (A-E).
- Trainees take turns to role play the drilling stage of a structure-based lesson, using their set of marker sentences and the other trainees role play the learners in the class.
- Finish with feedback on what was improved, difficult etc.

Vocabulary analysis activity

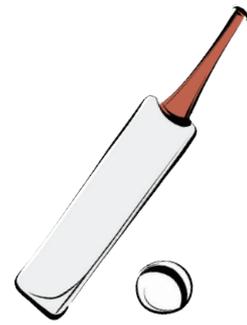
Look at the following vocabulary items.

What problems do you think your learners might experience with pronunciation? Think about stress and sounds:

- a. comfortable
- b. photographer
- c. library
- d. clothes
- e. handshake
- f. word
- g. excited
- h. surprised
- i. professional
- j. sit down
- k. go away
- l. fish and chips
- m. different
- n. crisps
- o. go for a walk



Marker sentences for analysis activity: GROUP A



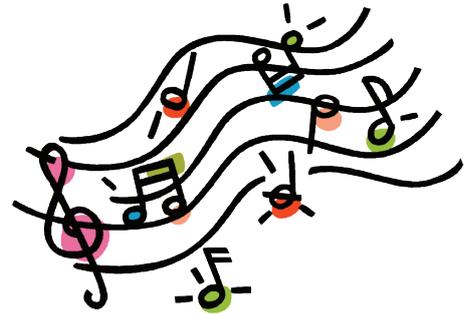
1. I stopped at the end of the road.
Then I called my friend.
I invited him to my house

2. Where do you live?
What do you do?
Where are you from?

3. I can swim.
I can't ride a bike.
I'm good at football.
I'm terrible at cricket.

4. You have to turn off your phone.
You don't have to wear a uniform.
You can wear casual clothes.
You can't talk in Bangla.

Marker sentences for analysis activity: **GROUP B**



5. If I see him, I'll tell him.
If I don't ask him, he won't come.
What will you do if it rains?

6. What were you doing when you met your wife?
I was working in Korea.
We were teaching at the same school.

7. Have you been abroad?
Yes, I have. / No, I haven't.
Where have you been?
I've been to India.
When did you go there?

8. Do you like music?
What kind of music do you like?

Marker sentences for analysis activity: GROUP C



9. That must be the postman now!
It might be Ali from next-door.
No, it can't be Ali. He's away
this week.

10. I think Spain'll win the World Cup
next time.
I don't think we'll do very well.
Who do you think will win?

11. What are you doing later?
I'm going to stay in tonight.

12. He found the lion while he was
wandering around in the forest.
He told the Emperor how he'd met
the lion when he'd been hiding in
the forest.

Marker sentences for analysis activity: **GROUP D**



- 13.** There's a bottle of milk.
There's some juice.
There are some eggs.
There isn't any milk.
There aren't any vegetables.

- 14.** You've met Mike before, haven't you?
He won't mind, will he?

- 15.** I remembered to buy her a wedding anniversary present.
I remember meeting her for the first time.
I'll never forget seeing her smile that day.
I forgot to ask her name because I was in shock.

- 16.** I'll still be working at 8.
But I'll have finished at 9.

Marker sentences for analysis activity: GROUP E



17. This time next year, I'll have had my job for 10 years.
By Saturday, I'll have been living in Sylhet for 3 weeks.

18. It must have taken ages.
They might have used slaves.
It could have been religious.
It can't have been easy.

19. 'Yesterday' was written by Paul McCartney.
The Beatles were formed in 1960.

20. What I love about John is his sense of humour.
What I hate about Dave is his bad temper.
What I would really like to do is meet Sue.
The thing I find most difficult is starting a conversation.

Session 4 (90 minutes)

Aims

The aims of Session 4 are as follows:

- to review and practise phonemic symbols and their sounds
- to review and practise word stress.

Preparation

- Paper and marker pen for each pair
- *Find someone who...* print and cut each page, one handout for each trainee with an even number of As and Bs
- Word stress review handout – one for each trainee.
- One copy of the *Phonemes Review* board game plus one die and some counters for each group

n.b. For all handouts, print one copy for each trainee but for pair work activities only give out one per pair. Additional copies can be picked up by trainees at the end of the activity/ session.

Session plan

1. Warmer (10 minutes)

- Put trainees in pairs and give them paper and a marker pen.
- Read out a range of words and short phrases and trainees in their pairs compete to write each one in phonemic script.
- Check the answers together as a whole group.

2. Find someone who... (20 minutes)

- Demonstrate the activity, making sure that trainees are clear that they need to change each prompt into a direct question. Elicit some ideas for the first question on each card, e.g.
 - *Find someone whose favourite colour contains the sound /u:/* could be 'What's your favourite colour?'
 - *Find someone who can tell you 2 English words containing silent letters* could be 'Can you tell me 2 English words containing silent letters?'
- Also remind trainees this is a speaking and listening activity and so they should not read each other's handouts. If necessary, they should ask the person to repeat or rephrase their question.
- Give each trainee a *Find someone who...* handout, making sure you give out an even number of As and Bs.
- Monitor while trainees mingle to complete the activity.
- Get some feedback on trainees' findings, and also on any pronunciation problems.

3. Word stress review (10 minutes)

- Ask trainees to work in pairs to list a few words with the stress on the first, second, third and fourth syllable.
- Check some of the suggestions together as a whole group.
- In their pairs, trainees then complete the *Word stress review* activity, saying and then copying the correct word into each box according to the syllable which is stressed.
- Check the answers together as a whole group, modelling and drilling each word.

Answers:

Stressed 1 st syllable	angry, paper, finger, literature, comfortable
Stressed 2 nd syllable	unlucky, bananas, photography
Stressed 3 rd syllable	possibility, lemonade, magazine, photographic
Stressed 4 th syllable	congratulations, qualification, examination

- Invite feedback.

4. Board game (30 minutes)

- Demonstrate and explain the *Phonemes Review* board game:
 - Take it in turns to roll the die and move your counter the correct number of spaces
 - Say a word with the phoneme shown
 - If the group agree you are correct, stay where you are until your next throw
 - If the group think you are not correct, go back to your last space until your next turn.
- Put trainees into groups of 3 or 4 to play the board game
- Monitor and give pronunciation support where needed.

(A variation of the game: Trainees have one minute to list as many words as possible containing the phoneme shown).

5. Discussion (20 minutes)

- Ask trainees to make notes on the following questions:
 - a. Which areas of your pronunciation have improved on this course?
 - b. Which areas do you feel still need work?
 - c. How has this course changed your teaching of pronunciation?
 - d. What would you like to improve in your teaching of pronunciation in the future?
- Trainees can then discuss their answers in small groups.
- Round off the session with some whole group discussion and feedback.

Find someone who ... (A)

Find someone ...	Name	Information
whose favourite colour contains the sound /u:/.		
who likes eating food containing the sound /eɪ/.		
whose mother's name contains the sound /n/.		
who was born in a month containing the sound /əʊ/.		
who likes doing an activity containing the sound /ʊ/.		
who was born in a town or city starting with an unvoiced sound.		

Find someone who ... (B)

Find someone ...	Name	Information
who can tell you 2 English words containing silent letters.		
who has a brother or sister whose name starts with a voiced sound.		
who can think of 6 words containing the sound /ð/.		
who has had a nickname and can write it in phonemic script.		
can think of a word containing three different vowel sounds.		
can write your first name in phonemic script.		

Word stress review

unlucky	bananas	qualification
angry	congratulations	literature
possibility	paper	examination
lemonade	finger	photography
magazine	photographic	comfortable

Copy each word above into the correct box, according to which syllable is stressed:

Stressed 1 st syllable	
Stressed 2 nd syllable	
Stressed 3 rd syllable	
Stressed 4 th syllable	

Phonemes review board game

start	/i:/	/ɪ/	/ʌ/	/tʃ/	/z:/	/ð/	/ə/
/eɪ/	Roll again! 😊	/ə/	/eə/	/u:/	/z/	/əʊ/	
/ɔ:/	/θ/	/b/	/dʒ/	/ʊə/	/ɑ:/	Go back to the start! 😞	
/ʃ/	/ɪə/	/ɜ:/	/ɪ/	/ŋ/	/ə/	/aɪ/	
/ʊ/	/aʊ/	/ə/	Miss a turn! 😞	/əʊ/	/e/	/ə/	finish

References

Swan, M and Smith, B (2001) *Learner English: A Teacher's Guide to Interference and Other Problems* (2nd Edition), Cambridge University Press

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Actions co-financed by the European Fund for the Integration of
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