

STUDENT DIRECTIONS: Intonation Matters

Role play each dialogue once for each of the situations presented. Don't be afraid to be dramatic with your intonation because intonation matters.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Intonation matters

All too often, we concentrate on grammar without thinking to teach intonation. But intonation can convey as much information as the words themselves. Role play each dialogue once for each of the situations presented. Don't be afraid to be dramatic with your intonation.

Dialogue 1

A. Yes.

B. No.

A. Yes.

B. No!

A. Yes!

B. NO!!

Situations:

1. A mom and a toddler and discussing whether the toddler will wear something.
2. Two very angry people are fighting.
3. Two lovestruck people are having a playful argument.

Dialogue 2

Hi, how are you today?

I haven't seen you in a long time!

Situations:

1. Two friends who haven't seen each other in a while meet.
2. You spot a friend's baby and talk to it.
3. A boss talks to an employee who is late returning from lunch.

Dialogue 3

- A. The house is on fire.
- B. Go tell the neighbor.

1. Two people panic when they see their neighbor's house on fire. They are sure he is still inside.
2. Two people trying to commit insurance fraud finally succeed.
3. As you relax on your porch, someone runs up demanding you call 911. You don't want to be disturbed, so you suggest they talk to the neighbor.

Dialogue 4

A. WHAT'S YOUR NAME?

B. Jack Burns.

A. Where are you from?

B. New Zealand.

A. What do you do?

B. I'm a medical student.

Situations:

- 1. A TSA officer and a traveler at airport customs**
- 2. One person is trying to pick up another at the club.**
- 3. One person is a prisoner of war.**

Dialogue 5

A. I have something I need to tell

you.

B. What is it?

A. I'm going to have a baby.

B. No.

Situations:

- 1. You are a couple who has been trying to have a baby for three years.**
- 2. You are a 16-year-old girl confessing to your mother.**
- 3. You are a very old couple.**
- 4. You are the secretary confronting your boss.**

Dialogue 6

A. Well, are you going to say something?

B. What do you want me to say?

A. I don't know, anything.

B. I have nothing to say.

A. Nothing?

B. That's right.

Situations:

- 1. Two people -- one is in love.**
- 2. Two criminals trapped in prison.**
- 3. A police officer and a suspect in a robbery.**
- 4. A mother and son.**

STUDENT DIRECTIONS: Say It Again

Take turns rolling the die. Read each of the posters with the correct intonation for the emotion you rolled.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Say it again

Students practice intonation and inflection.

Divide students into two teams. One student from each team comes to the front of the room. Provide both students with the same sentence. Each student picks a different emotion he will try to communicate through the sentence (happiness, anger, fear, etc.) One student then says the sentence in front of the class, trying to use inflection and intonation to get the emotion behind the words across to his team. The team tries to guess the emotion.

The second student, the one from the other team, then gets a chance to say the same sentence with a different emotional inflection and intonation.

Volley back and forth between teams until either the speaker is not able to think of another way to say the sentence or the speaker's team cannot correctly guess the emotion he was trying to convey. When that happens, the point goes to the other team.

The first team to reach five points, wins.

General, nonspecific sentences are easier to say multiple ways.

For example:

"You think that."

"I want to go."

"It's raining outside."

"The test is tomorrow."

Adding complexity: Give them more specific sentences that imply emotion already. Can they turn "I hate you," into another emotion? This is great practice for understanding intonation and even sarcasm. This could be fun with an advanced class.

STUDENT DIRECTIONS:

Homophones

Work in pairs. Partner A takes the white cards and Partner B takes the blue cards. Take turns saying one of your word cards, so your partner can find the word in their hand that completes the pair.

Variation: In groups of four or five, play Go Fish.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

flower

Homophones

Idea 1: All the words may be cut out and then put back together in pairs using different methods. For instance, if students are working in pairs, one student may be given all the white cards and the other all the blue ones. Then they can take it in turns to say one of their words so that their partner can find the word that completes the pair.

Idea 2/Go Fish: Put students in groups of 3-5. Make a list of homophone pairs you want to work on. Create one set of cards for each group. Each student gets 5 cards. The remaining cards go into the draw pile. The goal of the game is to find the matching homophone by asking another student if they have it. For example, one student asks another, "Do you have a card that sounds like eye?" If the second student does not, they say, "Go fish," and the asker has to draw a new card. If the student does have "I," they say "yes." However, to keep the matching pair, the first student must now use both words correctly in a sentence (one sentence for each word). If they do not, they have to go fish.

flour

I

see

eye

one

sea

won

eight

two

ate

blue

too

blew

here

there

hear

know

their

no

meat

knew

meet

son

new

sun

our

way

are

pair

weigh

pear

bye

flu

by

read

flew

red

cent

sale

sent

write

sail

right

male

some

mail

for

sum

week

wear

weak

where

threw

through

four

STUDENT DIRECTIONS: Odd Word Out

Choose a group leader to list a set of words on the dry-erase board from the activity sheet. Divide the remaining people into two teams. Choose one person from each team to play a round at a time. At the start of the round the leader reveals the dry-erase board to the two teams. The competing players try to circle the word that has a different vowel sound.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Odd Word Out

Beforehand: Create a list of sets of three to four words that have the same vowel sound, plus one that is different. For example, *cut*, *but*, *nut* and *put*.

Activity directions: Divide your class into two teams and have them form two lines in front of the board. Write the first set of four words on the board. The students at the front of the line must read the set of words, race to the board once they have identified the word that sounds different and circle it. The first student to circle the odd word scores a point for the team.

| | | | |
|-------|-----|------|------|
| meet | oil | go | mad |
| serve | boy | note | ap |
| meal | toy | open | open |
| sleep | old | out | out |

| | | | |
|-----|------|------|-------|
| cut | go | good | brown |
| but | note | look | cow |
| nut | open | boot | owl |
| put | out | book | copy |

STUDENT DIRECTIONS: Telephone Pronunciation

Choose a reader to read the words associated with the numbers on the telephone keypad. Ask the reader to repeat it if it will help you! Write the numbers you hear on the blanks. Did you get the right telephone number?

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Telephone Pronunciation

| | | |
|------------|------------|------------|
| 1 _____ | 2 _____ | 3 _____ |
| 4 _____ | 5 _____ | 6 _____ |
| 7 _____ | 8 _____ | 9 _____ |
| * _____ | 0 _____ | # _____ |

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

_____ - _____ - _____

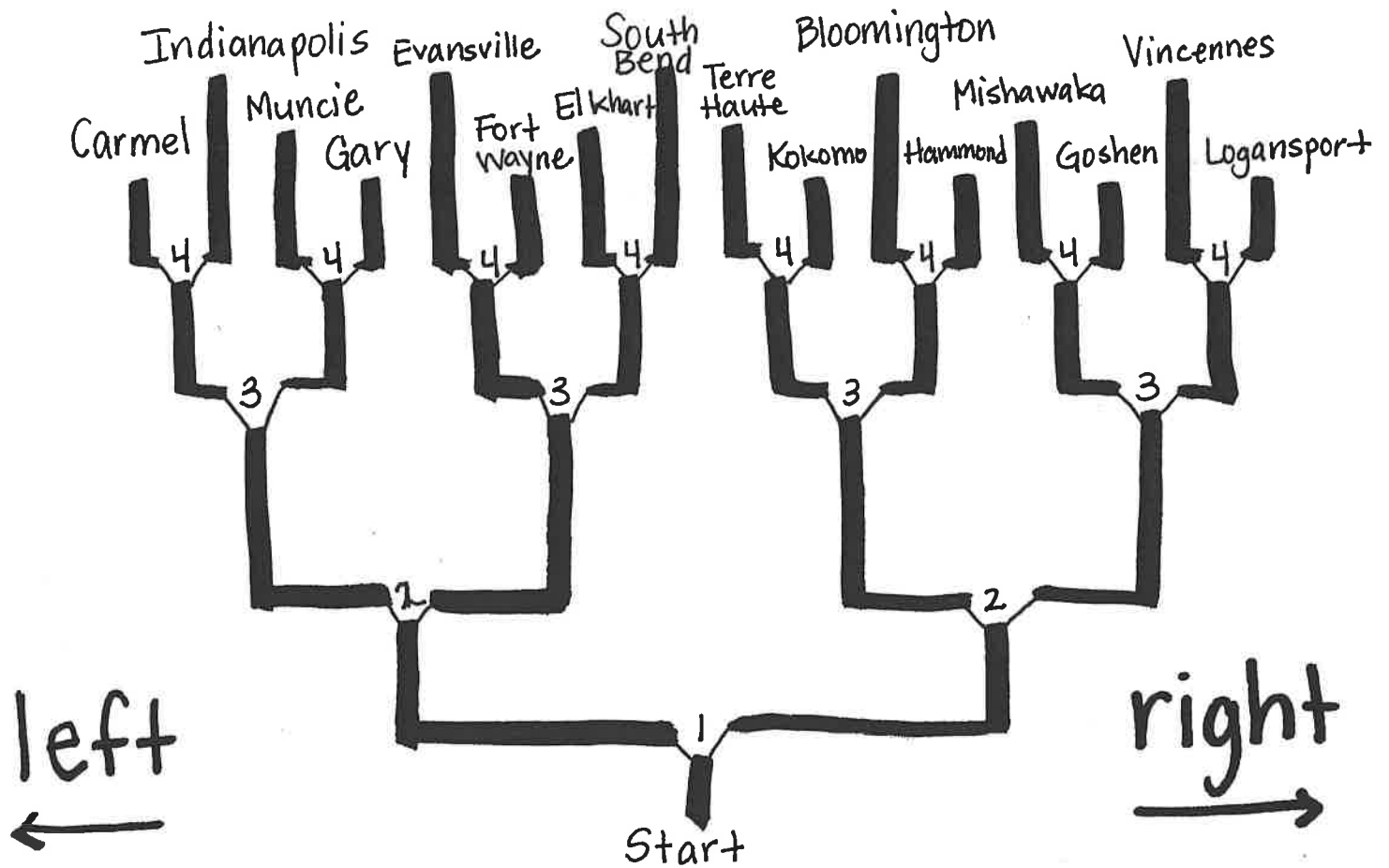
STUDENT DIRECTIONS:

Pronunciation Journey

Choose one person to be the reader. Listen to the reader read one word from each column. Move to the left or right depending on what you hear. Where do you end up? Try it again with a new reader.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Pronunciation Journey



shop - chop

shin - chin

crush - crutch

ship - chip

dish - ditch

wish - witch

wash - watch

share - chair

STUDENT DIRECTIONS: IPA Flashcards

Pair up! Share cards with other pairs if needed. Take turns with your partner. One person shows the flashcard, while the other reads the three words, emphasizing the phoneme.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

b

d

big

dark

bake

goodd

web

breadd

l

m

call

meet

leave

warm

learn

room

n

r

can

red

fine

wrong

need

brave

e

u

get

cook

best

put

seven

woman

ai

uə

eye

hair

why

wear

Friday

there

ɔ:

h

forty

he

horse

hill

board

heal

g

dʒ

go

July

girl

large

league

language

I

b

it

top

sit

stop

busy

wash

k

p

kind

pick

cold

hope

luk

step

v

z

love

zoo

vase

boys

voice

please

aʊ

ɔɪ

now

soil

down

oil

towel

point

əʊ

ɪə

old

ear

show

chear

though

bear

| | |
|---------------|-------------------|
| ʊə | i: |
| po <u>o</u> r | we <u>e</u> |
| su <u>r</u> e | tree <u>e</u> |
| to <u>u</u> r | tea <u>t</u> cher |

| | |
|----------------|----------------|
| tʃ | f |
| ri <u>ch</u> | fe <u>l</u> |
| tea <u>ch</u> | laugh <u>h</u> |
| ch <u>a</u> ir | sa <u>f</u> e |

| | |
|----------------|----------------|
| u: | a: |
| ru <u>l</u> e | ca <u>r</u> |
| to <u>o</u> th | ar <u>m</u> |
| sho <u>e</u> | pa <u>r</u> ty |

| | |
|---------------|---------------|
| ʃ | s |
| she <u>ep</u> | se <u>a</u> t |
| fr <u>esh</u> | ri <u>c</u> e |
| wi <u>sh</u> | thi <u>s</u> |

3:

eɪ

surf

hail

turtle

whale

turn

fail

t

θ

tell

theme

heat

thin

wet

breath

ʌ

æ

up

map

touch

hand

cup

thank

ʒ

ð

usually

the

garage

they

decision

brother

j

ə

you

ago

f_ew

again

_unique

America

ŋ

w

sing

week

English

where

thing

question

STUDENT DIRECTIONS: Stations

Choose a reader to say a word from the chart. Walk to the corresponding side of the table. If you go to the wrong place, sit down. If you go to the right place, keep playing. The reader continues until one player remains standing!

Variation: Try this with minimal pairs. Are the words the same or different?

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Stations

Purpose: Students cannot be expected to pronounce a word correctly if they cannot hear it correctly. This is where the game Stations comes into play. It will test how well your students hear what you say.

Before playing: Designate each wall in your classroom with a sound. For example, if you were teaching fricatives, you might label one wall "s" (as in "see"), another "z" (as in "zoo"), a third "sh" (as in "ship") and the fourth "ch" (as in "chair").

Idea 1: Have students stand in the middle of the room. Then say a word. Students will run to the wall labeled with the sound that they heard. If someone runs to the wrong wall, they are out and must sit down. If they run to the correct wall, they are still in the game. Then say another word, eliminating students as necessary, until only one student remains standing.

Idea 2: For a more complex version of this game, label two walls with "same" and "minimal pair." Then say two words at the start of each round. If students heard the two words you said as the same, they run to one wall. If the words differed in only one sound, they run to the other wall.

| | Beginning | Middle | End |
|----|---------------------------------|---|------------------------------------|
| Sh | shape shirt shoe ship | bushes dishes lotion flashlight | brush fish push dish |
| S | sit soup salt sea | baseball dancer gasoline grasshopper | bus face ice grass |
| Z | zoo zebra zero zoom | present music puzzle poison | cheese please freeze boys |
| Ch | chair chat chase check | beach ball catcher crutches grandchild | beach couch bench stretch |

STUDENT DIRECTIONS: Minimal Pair Slap

Choose one person in the group to be the reader. Divide the rest of the group into two teams. One person from each team will go each round. The reader chooses one word from each minimal pair to read to the teams. The first team to slap the correct word scores a point. Use the dry-erase board to record your scores.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Minimal Pairs Lists

A minimal pair is a pair of words which differ only in one sound. They are a great way to help your students become more aware of their difficulties with pronunciation.

| æ | ʌ |
|-------|-------|
| cat | cut |
| ankle | uncle |
| ran | run |
| drank | drunk |
| match | much |

| t | θ |
|--------|---------|
| tin | thin |
| true | through |
| tree | three |
| taught | thought |
| boat | both |

| ɪ | i: |
|------|-------|
| ship | sheep |
| it | eat |
| hit | heat |
| bin | bean |
| live | leave |

| ɜ: | ɔ: |
|-------|-------|
| work | walk |
| bird | bored |
| fur | for |
| shirt | short |
| sir | saw |

| r | l |
|---------|---------|
| fry | fly |
| right | light |
| grammar | glamour |
| wrong | long |
| wrist | list |

| æ | eɪ |
|------|------|
| hat | hate |
| mad | made |
| lack | lake |
| back | bake |
| cap | cape |

| ʃ | s |
|-------|------|
| ship | sip |
| she | sea |
| sure | sore |
| shoot | suit |
| shy | sigh |

| v | b |
|------|-------|
| vote | boat |
| very | berry |
| van | ban |
| vest | best |
| vet | bet |

| s | z |
|-------|-------|
| sip | zip |
| sue | zoo |
| place | plays |
| rice | rise |
| ice | eyes |

| s | θ |
|------|-------|
| sin | thin |
| sum | thumb |
| sank | thank |
| sink | think |
| saw | thaw |

| ŋk | ŋ |
|-------|-------|
| think | thing |
| sank | sang |
| bank | bang |
| rink | ring |
| sunk | sung |

| p | b |
|--------|-------|
| pin | bin |
| pest | best |
| pig | big |
| pit | bit |
| poured | bored |

| æ | e |
|------|------|
| bat | bet |
| dad | dead |
| pack | peck |
| sad | said |
| tan | ten |

| ɑ: | ɔ: |
|------|--------|
| far | four |
| tart | taught |
| part | port |
| farm | form |
| barn | born |

| ʃ | tʃ |
|-------|--------|
| shoes | choose |
| sheep | cheap |
| wash | watch |
| mash | match |
| cash | catch |

| d | ð |
|-------|--------|
| doze | those |
| day | they |
| dare | there |
| den | then |
| dough | though |

| w | v |
|-------|------|
| wine | vine |
| west | vest |
| while | vile |
| wet | vet |
| wary | vary |

| p | f |
|--------|-------|
| poor | four |
| pair | fair |
| pine | fine |
| pill | fill |
| please | fleas |

STUDENT DIRECTIONS: Simple Past Pronunciation Sort

Use the sorting mat to sort the word cards by their ending sounds. Does the word sound like it ends with -t, -d, or -id?

When you're done, check your work with the answer key.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

| | | | |
|-----------|---------|------------|----------|
| arrived | called | changed | closed |
| continued | died | joined | learned |
| lied | lived | loved | moved |
| opened | planned | remembered | returned |
| showed | stayed | studied | tried |
| turned | used | watched | worked |
| camped | clicked | cooked | disliked |
| finished | helped | hoped | liked |
| looked | passed | slipped | pressed |
| pushed | stopped | switched | talked |
| walked | waited | wanted | visited |
| cheated | decided | graduated | hated |
| lifted | started | succeeded | |

Answer Key

d

| | | | |
|-----------|---------|------------|----------|
| arrived | called | changed | closed |
| continued | died | joined | learned |
| lied | lived | loved | moved |
| opened | planned | remembered | returned |
| showed | stayed | studied | tried |
| turned | used | | |

t

| | | | |
|----------|---------|----------|----------|
| camped | clicked | cooked | disliked |
| finished | helped | hoped | liked |
| looked | passed | slipped | pressed |
| pushed | stopped | switched | talked |
| walked | watched | worked | |

id

| | | | |
|---------|---------|-----------|---------|
| cheated | decided | graduated | hated |
| lifted | started | succeeded | visited |
| waited | wanted | | |

STUDENT DIRECTIONS: Tongue Twisting Fun

In your group, choose one person to be the speaker. The remaining students will be the listeners/writers. The speaker reads the tongue twister, while the other students listen and write the missing words. After the listeners think they have it, read the tongue twister back to the speaker. Finally, compare the writing and read the tongue twister together for additional pronunciation practice.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

SPEAKER

Betty Botter bought some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter,
It will make my batter bitter.
But a bit of better butter -
That would make my batter better."
So she bought a bit of butter,
Better than her bitter butter,
And she baked it in her batter,
And the batter was not bitter.
So 'twas better Betty Botter
Bought a bit of better butter.



LISTENER / WRITER

Betty Botter bought some _____,
"But," she said, "this butter's _____.
If I _____ this bitter butter,
It will make my _____ bitter.
But a bit of _____ butter -
That would make my _____ better."
So she _____ a bit of butter,
Better than her _____ butter,
And she _____ it in her batter,
And the _____ was not bitter.
So 'twas better Betty _____
Bought a bit of better _____.



STUDENT DIRECTIONS: Same or Different?

In this game, work with a partner.

Choose partner A and B. Each person will read one word at a time. Are these words the same? Or are they minimal pairs? If you and your partner are correct, you get a point for each word. Record your point on the dry-erase board.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

| A | B |
|--|---|
| <ol style="list-style-type: none"> 1. pea 2. pie 3. fan 4. pie 5. saw 6. sink 7. bubble 8. sore 9. peep 10. they 11. teal 12. deal 13. whip 14. peach 15. watt 16. haste 17. kiss 18. sweet 19. sheet 20. pull | <ol style="list-style-type: none"> 1. bee 2. pie 3. tan 4. sigh 5. shawl 6. think 7. double 8. sore 9. beep 10. they'd 11. steal 12. deal 13. wipe 14. beach 15. what 16. host 17. kissed 18. sweet 19. seat 20. pool |

STUDENT DIRECTIONS:

Pronunciation Maze

Connect the words that have the same vowel sound. Follow the path from *boys* to *choice* by following the words with the /ɔy/ sound.

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?

Pronunciation Maze

| | | | | | |
|-------|----------|--------|--------|--------|---------|
| boys | employed | sleep | report | used | stay |
| girls | lie | toys | joined | noise | void |
| house | spoke | dance | stay | two | oyster |
| storm | speed | letter | know | employ | police |
| poker | toilet | coin | oil | jail | sorry |
| noisy | annoy | follow | sold | money | doing |
| boil | stole | fill | more | going | spoil |
| thief | enjoyed | now | good | play | hello |
| store | point | poison | buy | apply | destroy |
| baby | honk | age | royal | avoid | choice |

Pronunciation Maze

[illegible]

STUDENT DIRECTIONS: Rachel's English

Explore Rachel's English Channel.
Discover something new!

Don't forget to add your thoughts to the
"Share Out" sheet. How would you use
this in your classroom?

STUDENT DIRECTIONS: “Hey Siri”

Use your iPhone to talk with Siri. Start each round by saying “Hey Siri, show me a picture of a _____.” Use the word on the card to fill in the blank. If Siri shows you the right picture, you know your pronunciation was correct. If the picture is wrong, try again.

Don't forget to add your thoughts to the “Share Out” sheet. How would you use this in your classroom?

STUDENT DIRECTIONS: Stressed Syllable Match

Match each word to the stressed syllable card. Big circles mean heavier stress and small circles mean lighter stress. Can you make all 20 matches? Hint: Some words have the same stressed syllables as others. Good luck!

Don't forget to add your thoughts to the "Share Out" sheet. How would you use this in your classroom?