

## ***Sounds: The Pronunciation App* lesson plans**

### **Introduction**

These activities are all short. They are basic activities which enable you to incorporate pronunciation into any part of any lesson and as such can be interspersed throughout any lesson. Remember that pronunciation applies to all language levels, and this kind of pronunciation practice needs to start at the earliest level. And it needs to be maintained throughout all lessons whatever the content, as an integral party of the language, not merely reduced to a 'pronunciation slot.' Learning the correct pronunciation is a vital part of learning new vocabulary. It's also important to introduce pronunciation at the point of contact with any new language.

You can apply these activities to your specific lesson plans and coursebook topics by using these chart activities to the relevant vocabulary you have chosen.

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## **Using *Sounds* with whole classes**

### **Exercise 1 An introductory exercise**

1. Show the Phonemic Chart to the students and ask them what the significance of the three sections on the chart is.
2. Tap sounds from the three sections and ask them in what ways the groups are different.
3. Say a sound from one of the three sections, and invite students to identify the section which it is from.
4. Divide the class into pairs and ask students to take it in turns to say any sound, while their partner points to the section which the sound is from.

### **Follow up**

Offer a one-minute guided tour of the chart, perhaps based on the video in the *More about Sounds* section.

## **Exercise 2 Saying and identifying sounds**

1. Show the Phonemic Chart to the students. Choose a sound that you'd like to focus on and say it for the class. The students should try to identify the sound by tapping on the chart and listening.
2. When several sounds have been given in this way, divide the class into small groups (as many as the number of devices you have available). Nominate a student in each group to take over the role of saying those same sounds, while the others find and tap the sound and see if it is correct.
3. Provide practice as needed, perhaps by conducting controlled drills or by contrasting similar sounds.

## **Exercise 3 Visual dictation**

1. Show the Phonemic Chart to the students. Ask them to write down a one or two syllable word and also to count and identify the component sounds.
2. Invite a student to tap the sounds that make up their word, one by one, using visual dictation. The other students listen and build up the word in their memory.
3. When the student has finished the others say the whole word, with sounds connected together.
4. Divide the class into small groups (as many as the number of devices you have available) and ask the students to do the same with their words. If there is a problem that students cannot resolve you may need to step in.

### **Variation**

Students can move on to longer words for a more challenging variation.

## **Exercise 4 Learning vocabulary**

1. When a new lexical set is introduced, for example animals, colours, numbers, foods, provide a pronunciation model of the items by saying them first and asking students to practise.
2. Divide the class into pairs and ask students to find the individual sounds of each word on the app, accepting or rejecting each sound in turn. Set a time limit for the pairs to complete this.
3. When the time is finished, conduct some feedback, how many sounds are there in each of the terms? What are they? Ask students to say the word with the sounds joined together.

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