

Pronunciation Kit: Teacher Instructions

Kit Should Contain:

- Pronunciation Kit Tutor Log
- Activity instruction cards
- 12 laminated index cards
- 6 mini-whiteboards
- 6 dry erase markers
- 2 whiteboard erasers
- 1 lowercase alphabet set*
- 6 laminated Word Stress Charts
- 6 laminated Word Stress Pattern Grids
- 50 counting markers (buttons, paperclips, pennies, etc.)
- 6 small mirrors

*The teacher may want to create more sets if tutors will work with more than 2-3 learners at a time

Kit Assembly Instructions:

- 1) Print off and laminate activity instruction cards. It works best if each pronunciation feature is printed on a different color of paper (word stress, sentence stress, etc.).
- 2) Print off and laminate the alphabet set.
- 3) Print off the Word Stress Charts and Word Stress Pattern Grids, make six copies of each, and laminate them.
- 4) Punch a hole in the corner of the activity instruction cards and hold together with a binder ring.
- 5) Laminate index cards.
- 6) Collect counting markers, dry erase markers, mini-whiteboards, and erasers.
- 7) Place all items in a small box.

Kit Use Suggestions:

- 1) Provide tutor with a list of the weekly vocabulary for them to use with the pronunciation activities.
- 2) Mark 2-3 specific activities that you would like the tutor to work on with the learners.
- 3) Check in briefly with the tutor before and after the pull-out sessions to respond to questions and comments.
- 4) If it is difficult to do in-person check-ins each time, use the Pronunciation Kit Tutor Log to share the names of learners for pull-outs, vocabulary words, selected activities, and to give special instructions and receive feedback from the tutors.
- 5) Add new activities to the instruction cards if you have other pronunciation activities you would like the tutors to work on with your learners.

Pronunciation Kit Tutor Log

Date: _____

Learner/s: _____

Weekly Vocabulary Words:

Today's Activities:

1. _____

2. _____

3. _____

Teacher Comments: _____

Tutor Comments: _____

Thank you so much!

Overview of Word Stress

In English, not all of the syllables in multi-syllable words sound the same. Any word that is two syllables or longer will have one syllable that is pronounced more strongly than the others.

This is due to word stress. Stressed syllables are generally longer, louder, and higher in pitch than the other syllables. The syllables that are not stressed are weak, which means they are quieter and are not emphasized. English has more strongly stressed syllables than many other languages.

Native English speakers listen for word stress in multi-syllabic words. If it's not there, they can have a hard time understanding the word, even if the individual vowels and consonants are pronounced perfectly.

When learners are learning new vocabulary words, it is important that they learn the word stress pattern along with the sounds and meaning of the word. This will have a major impact on their intelligibility.

Tap the Syllables

In order for learners to be able to accurately use word stress, they must first be able to distinguish syllables words that have two or more syllables.

Materials Needed: none

- 1) Say a word that from the weekly unit. Emphasize the syllables.
- 2) Have the learners repeat the word as they tap their hand on the table to count the syllables.
- 3) Ask the learners how many syllables are in the word. You may need to repeat steps one and two several times, and learners may need additional support if they are struggling with a word.
- 4) Say the word with the learners as you tap out each syllable on the table.
- 5) Repeat the process with the next word.

Example: me-di-cine (3) doc-tor (2)

Move the Word Stress

Kinesthetic movement can be very helpful in helping learners remember word stress.

Materials Needed: none

- 1) Say a word from the weekly unit. Emphasize the syllable that is stressed.
- 2) Have the learners repeat the word, emphasizing the stressed syllable.
- 3) You may need to repeat steps one and two several times, and learners may need additional support if they are struggling with a word.
- 4) Model saying the word while showing the stress with your hand. Hold your hand low for unstressed syllables, and raise it for the stressed syllable.
- 5) Have the learners repeat the word, showing the stress with their hands.
- 6) Repeat the process with the next word.

Example: doctor



prescription



Hum the Word Stress

It may be difficult for learners to hear and identify word stress patterns, particularly when they are first learning about word stress. This activity helps learners clearly hear word stress patterns and become familiar with the musicality of them. This activity works well when combined with **Move the Word Stress**.

Materials Needed: none

- 1) Select 2-4 words from the weekly unit. Say one word, emphasizing the word stress pattern.
- 2) Hum the word, emphasizing the word stress pattern.
- 3) Have the learners imitate you and hum the word stress pattern.
- 4) Go through each of the words following steps 1-3.
- 5) Hum one of the word stress patterns from the selected words. Have the learners tell you which word you hummed.
- 6) After they have identified all of the words in the group by listening to their hummed stress patterns, have the learners take turns humming the patterns while you and the rest of the group identify the word that they hummed.

Example: pre-SCRIP-tion mm-MMM-mm

HOS-pit-al MMM-mm-mm

Draw the Word Stress

Learners may find it helpful to have a visual reminder of the word stress pattern written down in their notebooks or on a worksheet. They may want to note stress patterns on important words in a reading to make sure that they pronounce the words correctly as they read out loud.

Materials Needed: mini-whiteboards, dry erase markers

- 1) Say a word from the weekly unit. Emphasize the syllable that is stressed.
- 2) If the learners don't have the word written down in their notebook or on a worksheet page, have them write the word down somewhere where they can refer back to it.
- 3) Repeat the word and write it on a mini-whiteboard. Have the learners copy the word on their mini-whiteboards.
- 4) Draw circles above the word, one for each syllable. The circles for the unstressed syllables will be small, and the circle for the stressed syllable will be large. The learners copy the circles on their mini-whiteboards.
- 5) Have the learners read the word using the correct word stress and touching their finger to the circles as they say the word.
- 6) Ask the learners to write the circles above the word in their notebook or on their worksheet.
- 7) Repeat the process with the next word.

Example: O o O o o O o o O o
doctor medicine clinic prescription

Same/Different Word Stress

An important part of learning word stress is building listening and awareness skills. Learners need to be able to hear the stress patterns in words so that they can emulate them in their own speaking.

Materials Needed: none

- 1) Say two multi-syllable words from the weekly unit or the reading text.
- 2) Have the learners show you a thumbs-up if the words have the same stress pattern, and a thumbs-down if the words have a different stress pattern.
- 3) Repeat with all of the words, or until the learners lose interest.

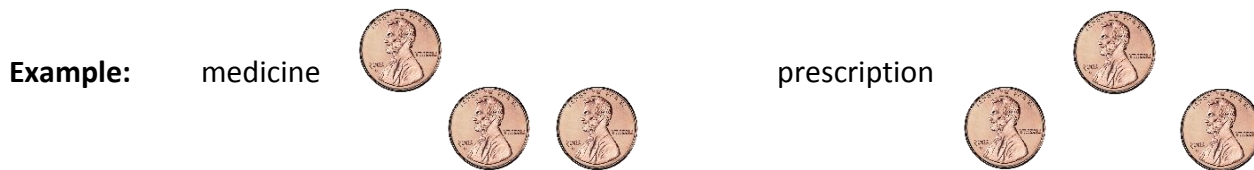
Expansion: Have the learners take turns reading two words, while the rest of the small group responds. Check to make sure that they are stressing the words correctly.

Show the Word Stress

This activity builds listening awareness of word stress, and allows the teacher to check learners' understanding visually. The visual and kinesthetic aspects of the activity help learners remember the stress patterns.

Materials Needed: counters (such as pennies or bingo chips)

- 1) Say a word from the weekly unit.
- 2) Have the learners lay out one counter for each syllable. If the word has three syllables, the learners should lay out three counters.
- 3) Repeat the word. Have the learners move up the counter that represents the stressed syllable in the word. You may need to repeat the word several times, and you may need to emphasize the stressed syllable if learners are struggling with hearing the stress in the word.
- 4) Have the learners repeat the word, tapping the counters as they say each word out loud. Listen to make sure that they stress the correct syllable.



Expansion: Have learners in the group take turns reading the words. The rest of the group will show the stress pattern that they hear. The learner who reads the words can also be responsible for checking to see that everyone in the group shows the correct pattern.

Group the Word Stress

This activity helps learners identify patterns in word stress, and helps them begin to group words according to those patterns. This will help them when they come across new vocabulary.

Materials Needed: Word Stress Patterns Grid, dry erase markers

- 1) Identify two, three, or four different stress patterns that appear in the vocabulary from the weekly unit.
- 2) Write the stress patterns in the small boxes on the grid using large and small circles to represent the number of syllables and the stressed syllables.
- 3) Say a word from the weekly unit. Have the learners write the word in the box that corresponds with the stress pattern. You may need to repeat the word several times.
- 4) After the learners have written down all of words, have them read the words in the boxes, emphasizing the stress patterns.

Example:

o O enjoy remove	O o apple salad onion
o O o tomato potato	O o o hamburger pineapple broccoli

Expansion 1: Have the learners create sentences using the words from the grid. When they say the sentences out loud, give them feedback on whether or not they pronounced the word/s from the grid with the correct stress pattern. Learners may also say their sentences to a partner and get feedback from their partner.

Expansion 2: If the learners are working on a weekly reading, have them write down words from the text that correspond with the word stress patterns on the Word Stress Patterns Grid. After everyone writes down the words, have them read the words aloud to the group and decide together if the word stress patterns are correct.

Word Stress Chart

This activity helps learners visually identify word stress patterns in new vocabulary, and helps them to focus on the most critical words in a message.

Materials Needed: reading text, Word Stress Charts

- 1) Ask the learners read through their text and identify the 10 words that they think are the most critical to the meaning of the text. Learners may go through the text as a group, go through the text and select words individually, then discuss their choices in the small group to come to a consensus, or go through the text individually and each select their own words.
- 2) Have the learners write their words down in the Word columns of the Word Stress Charts.
- 3) Read the text out loud. Have the learners listen for the stress patterns in the words that they identified, and draw circles to represent the word stress pattern in the Stress Pattern columns for each word, one circle for each syllable. The circles for the unstressed syllables will be small, and the circle for the stressed syllable will be large. You may need to repeat this step several times.
- 4) Have the learners read their lists of words aloud. Check for the correct word stress patterns.
- 5) Give the learners a few minutes to practice the pronunciation of their selected words individually or with a partner.
- 6) Have learners read the text out loud. Check that they are using the correct word stress patterns on the selected words from their chart.

Example:

Word	Stress Pattern	Word	Stress Pattern
pharmacy	O o o	ambulance	O o o
clinic	O o	dangerous	O o o
ingest	o O	infants	O o
emergency	o O o o	toxic	O o
poison	O o	mistake	o O

Expansion 1: Have learners write 10 words from the weekly unit on the Word Stress Chart. After working together to fill in the stress patterns on the chart, let the learners practice saying the words. Give the learners a few minutes to think of a story that uses as many words from the chart as possible. Have the learners take turns telling their stories aloud, focusing on using the correct word stress from the words on the chart.

Expansion 2: Ask the learners to tell you a story. At the end of the story, work together to identify the most important words, and fill in the Word Stress Chart. Let the learners practice the words, then have them retell the story, focusing on using the correct word stress from the selected words on their chart.

Overview of Sentence Stress

Sentence stress in English is the way that speakers highlight certain words in a sentence. This helps the listener to focus on the most important parts of the speaker's message. Words in the sentence that are stressed tend to be longer, louder, and a different pitch. The words that are stressed are called content words, and they carry the meaning of the message. Content words include: nouns, main verbs, adjectives, and adverbs.

Words that are less important are unstressed, which is also called reduced. These words are called function words, and are usually smaller, less important words that help the sentence to be functionally correct.

Function words include: prepositions (in, on, at), pronouns, articles (a, an, the), and auxiliary verbs (have, has, is, are, am). When there are two function words next to each other, they are often reduced and blended together. This can sound like a new word to an ESL learner (going to=gonna, is a= iza, have to= hafta).

Speakers can choose where to put the stress in a sentence. Emphasizing different words can change the meaning of the message.

I need to go to school. (I am the person who needs to go, not someone else)

*I **need** to go to school. (I don't have a choice, it is very important)*

*I need to go to **school**. (School is the place I need to go, not somewhere else)*

Move the Sentence Stress

Kinesthetic movement can be very helpful in helping learners remember to stress specific words in a sentence.

Materials Needed: none

- 1) Say a sentence from the weekly unit. Emphasize the words that are stressed.
- 2) Have the learners repeat the sentence, emphasizing the stressed words.
- 3) You may need to repeat steps one and two several times, and learners may need additional support if they are struggling with hearing the stressed words.
- 4) Model saying the sentence while showing the stress with your hand. Hold your hand low for unstressed words, and raise it for the stressed syllable in the important.
- 5) Have the learners repeat the sentence, showing the stress with their hands.
- 6) Encourage the learners to repeat the sentence several times, and then try saying the sentence without using the hand movements, but maintaining the sentence stress.
- 7) Repeat the process with the next sentence.

Example: My daughter went to the doctor.



Hum the Sentence Stress

It may be difficult for learners to hear and identify which words are stressed in a sentence, particularly when they are first learning about sentence stress. This activity helps learners clearly hear sentence stress and become familiar with the rhythm of the sentence.

Materials Needed: none

- 1) Select 2-4 sentences from the weekly unit or a reading text. Say the sentence, emphasizing the words that are stressed in the sentence.
- 2) Hum the sentence, emphasizing the stressed words (make sure that you hum every syllable).
- 3) Have the learners imitate you and hum the sentence.
- 4) Go through each of the sentences following steps 1-3.
- 5) Hum one of the stress patterns from the selected sentences. Have the learners tell you which sentence you hummed.
- 6) After they have identified all of the sentences in the group by listening to their hummed stress patterns, have the learners take turns humming the sentences while you and the rest of the group listen and identify which one they hummed.

Example: I went to the restaurant. mm-MMM-mm-mm-MMM-mm-mm

Everybody loves to sing. MMM-mm-mm-mm-MMM-mm-MMM

Listening for Sentence Stress

This activity helps learners develop their listening skills as they pick out the stressed words while listening to natural speech.

Materials Needed: reading text

- 1) Read the text out loud while the learners follow along. Read as naturally as possible.
- 2) Reread the text, and ask the learners to underline or highlight the words in the text that are stressed. You may need to read the text several times.
- 3) As a small group, go through the text and compare answers. Discuss the reason that certain words are stressed. Do they impact the message? Are they content words? Does the stress convey a specific feeling or meaning?
- 4) Have the learners practice reading the text out loud to themselves or a partner, stressing the same words. Give feedback on their sentence stress.

Clap the Sentence Stress

Chants and clapping the rhythm of a sentence can be helpful for learners when they are working on reducing the unstressed function words.

Materials Needed: none

- 1) Look at a sentence together. Ask the learners to help identify the important words in the sentence.
- 2) Underline the stressed content words.
- 3) Say only the content words from the sentence, clapping once for each word.
- 4) Look at the unstressed words in the sentence. Practice saying them quickly, blending them together if needed (gonna, hafta).
- 5) Say the sentence again, clapping for the stressed content words. The unstressed function words are not clapped on, and there should be the same amount of time between content word. The function words are reduced and spoken quickly to fit them in between.
- 6) Repeat the sentence, clapping along with the stressed words several times.
- 7) When learners seem comfortable with the rhythm, have them say the sentence without clapping, maintaining the same sentence stress rhythm.

Example: My sister has given me some shoes.

sister

given

shoes



I am helping my children with their homework.

helping

children

homework



My sister has given me some shoes.



I am helping my children with their homework.

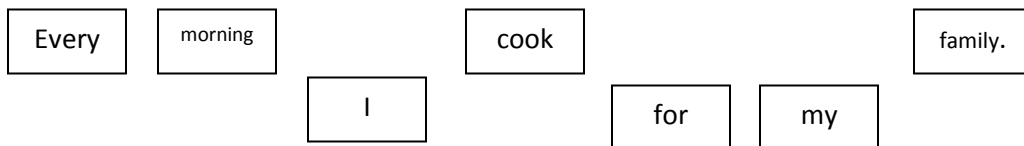


Dictate the Sentence Stress

Materials Needed: laminated index cards, dry erase markers

- 1) Select a sentence for the weekly unit or the reading text. Write the sentence out on the index cards, one word per card.
- 2) Say the sentence out loud, using natural sentence stress. Repeat it several times.
- 3) The learners arrange the cards in the order of the sentence. Content words that are stressed should be placed higher than the unstressed function words.
- 4) Have the learners listen to the sentence again to check that the word order is correct and that they've identified all of the content and function words correctly.
- 5) The learners read the sentence, tapping each card as they say the word. Check to make sure that they are stressing the raised content words, and reducing the lower function words.

Example:



Expansion 1: Before listening to you read the sentence, have the learners predict the sentence stress and organize the index cards accordingly. As they listen to you read, they check to see if their predictions were correct.

Expansion 2: Let the learners generate their own sentences and write one word on each card. Have them arrange the cards according to the sentence stress. Ask them to read the sentence out loud, and give them feedback on their sentence stress.

Expansion 3: Have learners read the sentence out loud, and organize the cards according to the sentence stress that you hear them say. Go over the sentence arrangement together, and discuss whether or not the stressed the sentence correctly. Have them repeat the sentence correctly if needed.

Expansion 4: Have the learners experiment with emphasizing one word in the sentence by raising the index card higher than the others. Read the sentence out loud, emphasizing the most prominent word. Discuss together with the learners how that impacts the meaning of the sentence. Repeat the process with several different content and function words from the sentence.

Overview of Thought Groups (Pausing)

Native speakers typically pause at the end of **thought groups**, which are logical chunks of language that form grammatical units and are marked by pausing at the end and a rise or fall in intonation.

Where speakers pause is typically determined by sentence grammar. Some typical places that pauses occur include: before or after transition words or time adverbials (e.g., and, because, in addition, tomorrow, in 2015), before a clause or phrase, and at any point in written texts where pauses are marked by punctuation.

A clear example of thought groups occurs in phone numbers; pauses in phone numbers follow a specific pattern, and it can be difficult for listeners to understand the number if the pattern is changed.

Speakers also use pauses when they want to emphasize a specific word in their message.

Thought groups are a normal part of spoken language. The division of utterances into thought groups helps the speaker communicate information and assists the listener in processing the information.

Show the Thought Groups

When introducing learners to the concept of thought groups, it is helpful to start out with language that they are familiar with, such as personal information.

Materials Needed: counters (such as pennies or bingo chips)

- 1) Say a phone number out loud. As you say the phone number, lay out one counter for each individual number.
- 2) Say the phone number again. Mark the places that you pause by moving the counters over to make a space.
- 3) Ask the learners to say their phone numbers and lay out one counter for each individual number. Make sure that they make spaces for the pauses in the correct places.
- 4) Have the learners say their phone numbers, tapping the counters when they say the corresponding numbers, and tapping the space when they pause.
- 5) Repeat steps 1-4 with other personal information, such as addresses and social security numbers.

Example: 612-456-7890



3568 12th Street East, Apartment 309



Sentence Scramble with Thought Groups

The sentence scramble is a popular ESL class activity. Adding the element of thought groups helps learners to build awareness of where thought groups occur, and gives them a chance to practice using thought groups when they read out loud.

Materials Needed: laminated index cards, dry erase markers

- 1) Select a sentence for the weekly unit or the reading text. Write the sentence out on the index cards, one word per card.
- 2) Say the sentence out loud, using natural sentence stress. Repeat it several times.
- 3) Have the learners put the words in the sentence in order. Remind them to put spaces between the words where they hear pauses. You may need to repeat the sentence again.
- 4) Have the learners read the sentence out loud, pausing where there are spaces that indicate the thought groups.

Example:

It	was	so	cold	outside	we	stayed	home	and	watched	TV.
----	-----	----	------	---------	----	--------	------	-----	---------	-----

Expansion: Give the learners the words and have them put them in order without listening the sentence first. Remind them to put spaces between the words where they predict that they will hear pauses. When you read the sentence out loud, have them check their predictions.

Listening for Thought Groups

Learning to listen for where thought groups fall when native speakers are talking is a good way for English learners to build awareness of how thought groups impact the rhythm of English. Building this awareness facilitates them using it in their own speech.

Materials Needed: copies of a reading from the current unit

- 1) Give the learners a chance to read through the text if they haven't read it previously in class.
- 2) Read the text out loud, emphasizing the places where you pause for thought groups while the learners follow along.
- 3) Read the text again at a more natural pace while the learners follow along.
- 4) Read the text a third time while the learners mark where they hear the thought groups on their text.
- 5) Have the learners compare where they marked the thought groups with a partner.
- 6) Read the text again, and have the learners check that they marked the thought groups correctly.
- 7) As a group, read the text out loud, pausing for the thought groups.
- 8) If you have time, have the learners read the text for a partner. The partner follows along and checks that they paused in the correct places.

Example: Listen to native speakers around you / and try to identify which words / they are emphasizing in their message. It's subtle, / but once you know what to listen for / it will become easier to identify.

You can practice / by reading news articles / while listening to broadcasts of the stories. NPR and Voice of America / post several audio or video versions of their stories / accompanied by a transcript. Listening and reading at the same time / will help you anticipate which words should be emphasized.

Knowing what to listen for / makes thought groups easier to identify / in a native speaker's conversations. Being able to identify the components of American English rhythm / makes it easier to imitate. The more you imitate, / the more natural it becomes.

Excerpt from: <http://pronouncedsuccess.com/thought-groups-rhythm-english-pronunciation/>

Expansion: Before the learners listen to the reading, have them go through the reading and make predictions of where they think pauses will occur. Ask them to compare their predictions with a partner to see if they made predictions that were the same or different. Then, when they listen to the reading, they should check and see which predictions were accurate.

Voice Quality Settings

Voice quality settings are defined as the movements of the throat, vocal cords, mouth, jaw, lips, and tongue that occur when a language is spoken by native speakers. Important areas of voice quality settings include muscle tension, rounded or spread lips, the position of the tongue, open or closed jaw, etc.

Voice quality settings affect how a language sounds since different settings produce different audible characteristics. When someone begins to speak a new language, it is natural to apply voice quality settings from his/her first language. When the voice quality settings between the two languages are different, it can affect pronunciation in the new language.

It is important to emphasize to the students that every language has its own set of voice quality settings and that no voice quality setting is superior to another. However, certain voice quality settings are typically associated with certain languages; thus a student's native voice quality setting may be different from that of English. Helping students to be aware of voice quality settings can make it easier for them to produce the sounds and the intonation of the target language. For example, many NNSs of English hold their jaws in a loosely closed position, maintaining minimal jaw movement, which is significantly different from the open jaw that is a distinctive characteristic of American English speech.

Awareness of and control of voice quality settings in the new language can impact pronunciation. When using word and sentence stress, the stressed syllable generally incorporates larger mouth movements than the unstressed syllables. Additionally, asking Ss to focus on and imitate the lip, tongue, and jaw movements of English speakers can be a valuable tool when teaching them how to form specific sounds in English, such as /r/, /l/, /v/, and the voiced and voiceless "th" sounds.

Building Voice Quality Setting Awareness

The first step of helping learners become familiar with voice quality settings in English is to identify how the settings from their native language differs from the settings in English. Once learners are aware of how the mouth movements differ, they can consciously imitate American English movements. The best tool for developing this awareness is to allow learners to watch their mouths while they are speaking. This activity should be done when first working with learners on voice quality settings, but does not need to be repeated very often.

Materials Needed: a set of small mirrors

- 1) Ask the group to watch your mouth, and think about what they see happening when you talk. Alternatively, you can show them a video of a native English speaker.
- 2) Have the group demonstrate with their own mouth movements how your mouth looks when you are speaking English. Ask them some questions about what they saw: "Is my jaw open or closed?" "Did you see my teeth?" "Did you see my tongue?" "Did my lips move a lot or a little bit?"
- 3) Pass out a mirror to each learner in the group. Direct them to look at their own mouths.
- 4) Have the learners speak in their native language while watching their own mouths in the mirror (this may take some encouragement for learners who tend to be more reserved).
- 5) Ask the learners to explain what they saw their mouths doing while they were speaking their native language. Ask them some questions about what they saw: "Was your jaw open or closed?" "Was it open a little bit, or a lot?" "Did you see your teeth?" "Did you see your tongue?" "Did your lips move a lot or a little bit?" "Did your mouth look the same or different from my mouth?"
- 6) Explain that the learners are going to practice speaking English using mouth movements that are the same as American English speakers.

Imitating Mouth Movements for Voice Quality Settings

Once learners understand that different languages utilize different movements of the mouth, they need a chance to practice imitating American English speakers with the immediate feedback that mirrors provide.

Materials needed: a set of small mirrors

- 1) Pass out a mirror to each learner in the group. Instruct the learners to watch your mouth.
- 2) Say a vocabulary word from the weekly unit, exaggerating your mouth movements. Repeat the word several times while the learners watch your mouth.
- 3) Ask the learners to repeat the word while looking at their own mouths in the mirrors.
- 4) Repeat steps 2 and 3 until the learners are able to approximate your mouth movements.
- 5) Repeat steps 2-4 with the vocabulary words from the unit, then review all of the words while the learners watch their mouths in the mirrors.
- 6) Have the learners practice saying some sentences that include the vocabulary words. Give them feedback on their mouth movements when they say the vocabulary words.

Lip Reading for Voice Quality Settings

Lip reading is an excellent way for learners to practice their American English mouth movements and gives them the opportunity to receive immediate feedback from one another. This activity is designed to immediately follow the activity: Imitating Mouth Movements for Voice Quality Settings.

Materials needed: copies of the list of weekly vocabulary words.

- 1) Give the learners a copy of the list of weekly vocabulary words.
- 2) Direct the learners to watch your mouth. Mouth a word from the list, and have the learners tell you what word they saw.
- 3) Go through all of the words on the list, mouthing the words and having the learners read your lips. This works best if you go through the words in random order.
- 4) Give the learners a few minutes to practice mouthing the words to themselves (if they have mirrors, they can watch themselves in the mirrors).
- 5) Put the learners in to partners. Explain that one partner will mouth the words from the list, and the other partner will “read their lips” and tell them what word they see. Remind the learners mouthing the words to choose words randomly.
- 6) Have the learners go through the list of words. When they are finished, they will switch roles and repeat the activity.

Expansion: Follow the steps for the activity, but have the learners use the vocabulary words in a simple, repetitive sentence. For example, if the learners are practicing food vocabulary, they could mouth the sentence “I like to eat _____.” If the learners are practicing places in the community, they could mouth the sentence “I went to the _____ yesterday.”

Mirrors for Individual Sound Production

It can be difficult for learners to produce new sounds that are not present in their first language. Being able to watch a model that shows the mouth positions when the sound is produced, then using a mirror to practice imitating the mouth positions can be very useful.

Materials needed: set of alphabet cards, set of small mirrors

- 1) Show the learners the alphabet card that represents the sound that the learners will practice.
- 2) Say the name of the letter together.
- 3) Cup your hand to your ear, and ask the learners “What is the sound?” If the learners need additional prompting, say the sound and have them imitate you. Make sure that you are not adding a vowel sound on the end of consonants. For example, you should say /b/ not /baa/ when saying the b sound.
- 4) Point to your mouth and have the learners look at your mouth position while you are producing the sound. Repeat this several times while the learners watch your mouth.
- 5) Have the learners look in their mirrors and repeat the sound to themselves, watching their mouth positions in the mirror. Provide feedback on their mouth positions and their sound production as needed.
- 6) Repeat steps 1-5 with the remaining sounds that the learners will practice.

Final Consonant Articulation

*Final consonant sounds are essential in English because they carry meaning and indicate grammatical structures. For example, the final /d/ in **bold** is the only sound difference between it and the word **bowl**, which has a different meaning. For regular past tense verbs, it is the addition of the final /t/, /d/, or /id/ sound that changes the verb to the past tense, giving it a different grammatical structure. For example, help becomes help/t/, call becomes call/d/, and want becomes want/id/. Another example of final consonants changing grammatical structure is the addition of an s to the end of nouns to make them plural.*

*Most words in English end in a consonant sound. This is different from many other languages in the world, in which syllables end in vowel sounds. The majority of English words that end with a vowel sound are frequently used words such as **to** or **you** or end in -ly or -y. This difference between English and other languages can cause learners to drop final consonants off of the end of words.*

If final consonant sounds are left off or mispronounced, it can be very difficult for native English speakers to understand the word. For example, look at the sentence This is the wor___. For native English speakers, the meaning of this sentence is unclear, since wor___ could be world, word, work, worm, or worst.

Consonant clusters are also a common occurrence in English. Consonant clusters, which are two or more consonants with no vowels in between them such as the /ts/ in cats or the /lps/ in helps, can also cause a lot of difficulties for non-native speakers of English. It is common for learners to eliminate consonants from consonant clusters, making it difficult for native English speakers to understand the word.

Backwards Building for Final Consonant Articulation

Saying final consonants and particularly final consonant clusters can be very difficult for learners who are not used to words ending in consonants. Oftentimes those learners struggle to hear the consonants because they are not familiar with those sound patterns. Starting with the sounds at the end of the word can make it much easier for learners to produce final consonants as they build onto them.

Materials needed: mini-whiteboards, dry erase markers

- 1) Write a word from the weekly unit on a mini-whiteboard. The word should end in a consonant.
- 2) Underline the final letter (or combination if it is a silent e or a consonant blend such as -ch or -sh) of the word and say the sound out loud. Have the learners repeat the sound back. For example, if the word is helps, you would underline the s and say /s/.
- 3) Underline the second to last letter of the word and say the sound and the last sound out loud. For example, now you would underline the p and say /ps/.
- 4) Repeat this pattern with each letter until you have underlined the entire word and are saying all of the word.
- 5) Select a new word, and complete steps 2-4.
- 6) Go through the list of words as a group and say each of them. Give the learners feedback on their pronunciation of the final consonants. Go over words again from back to front if needed.

Example: folds /s/ folds /ds/ folds /lds/ folds /olds/ folds /folds/

Sound Chain for Final Consonant Articulation

This activity helps learners to practice listening for the final sound in words, and also gives learners practice clearly saying final consonants. Make sure that you emphasize that this activity is about sounds, not spelling. It is recommended that teachers do this activity orally rather than writing the words, since that can cause confusion with words that end in a silent e, or words that end in a consonant blend, such as wash.

Materials Needed: none

- 1) Say a word from the weekly unit. Ask the learners to tell you what sound (sound, not letter) that the word starts with.
- 2) Say the word again. Ask the learners to tell you what sound (sound, not letter) that the word ends with.
- 3) Repeat steps 1 and 2 several times with different words from the weekly unit.
- 4) Say a word, and ask the learners to identify the final sound in the word. Then ask the learners to think of a word that starts with the same sound. For example, apple → love.
- 5) Ask the learners to identify the final sound in the new word. Then ask the learners to think of a new word that starts with the same sound. For example, love → van.
- 6) Once the learners are familiar with the pattern of identifying the final sound in a word and saying a new word that starts with the final sound, turn to the learner next to you and say a word from the weekly unit.
- 7) The learner says a word that starts with the final sound, then the learner next to them says a new word that starts with a final sound. If a learner gets stuck, ask the rest of the group to help them generate a word.
- 8) Continue until everyone has had the opportunity to say several words.

Example:

stop

pile

laugh

family

eat

teach

children

Slap the Sound for Final Consonant Articulation

This activity develops listening awareness of final consonant sounds, and is a fun, high-energy game.

Materials Needed: set of alphabet cards

- 1) Compile a list of words that learners are familiar with that end in a variety of consonant sounds.
- 2) Select the alphabet cards that represent the final consonant sound in the words. If the word ends in a consonant blend such as –sh or –ch, select the consonant blend cards.
- 3) Spread the selected cards out on the table.
- 4) Say a word from the list. The learners listen to the word and identify the final consonant sound, and slap the alphabet card with the corresponding letter/s.
- 5) The learner who hits the card first gets a point.
- 6) Repeat steps 4 and 5 with the remaining words on the list.

Example: fish, pork, chicken, beef, shrimp, crab, bread, apple, pear, fruit

sh k n f p b d l r t

Expansion 1: After playing a few rounds, have a learner read words from the list. This will provide the learner with feedback as to whether or not they are articulating the final consonant sound clearly enough for the learners playing to hear them.

Expansion 2: To make the activity more challenging, lay out all of the alphabet cards on the table so that the learners have more letters to sort through when they are looking for the correct card to slap.

Show Me the Sound for Final Consonant Articulation

This activity provides learners with the opportunity to receive immediate feedback on their enunciation of final consonant sounds.

Materials Needed: mini-whiteboards, dry erase markers, copies of a list of vocabulary words from the weekly unit that end in a variety of final consonant sounds (if doing this activity with one or two learners, you can substitute the set of alphabet cards for the whiteboards)

- 1) Put the learners into partners.
- 2) Give one learner in the pair a mini-whiteboard and a marker. Give the other learner in the pair a copy of the list of words.
- 3) The learner with the list of words reads one word to their partner. Their partner listens to the words, and writes down the final consonant sound (or consonant blend, such as –sh or –ch) that they hear on their whiteboard.
- 4) The reader looks at the mini-whiteboard and confirms whether or not that was the final sound of the word. If it was not, they should repeat the word until the listener identifies the correct final sound and writes it on their whiteboard.
- 5) The reader repeats steps 3 and 4 with all of the words on their list.
- 6) At the end of the list, the learners switch roles and repeat the activity.

Example:    

Word Stress Chart

Word	Stress Pattern	Word	Stress Pattern

Word Stress Chart

Word	Stress Pattern	Word	Stress Pattern

Word Stress Pattern Grid

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

ng	th	sh	ch	gh
ck				