# PRONUNCIATION

***2017 Guangya School***

***Sichuan Teacher Enrichment Program***







*You can do anything!*

***Dream It - Believe It – Achieve It!***

# Why is pronunciation important?

**Language is “learned” naturally by hearing and repeating.**

**It takes participation and practice.**

**Pronunciation cannot be learned by reading!**

1. **VOWEL SOUNDS** – There are numerous ways to pronounce each vowel sound:

**A E I O U**

1. **CONSONANT SOUNDS** –
   1. Like vowel sounds, consonant sounds are not always the same as the consonant letters. Example:
2. “sh” sound is one consonant sound represented by two letters
3. “x” sound is actually a blend of two consonant sounds
   1. Blended: Digraphs / Trigraphs
4. **INTONATION** 
   1. Produces the rhythm of the language
   2. Makes a big difference in comprehension by the receiver of the information.
   3. Helps convey emphasis and feelings.

**OBJECTIVES:**

1. Identify and articulate vowels and consonants
2. Identify meaning-change through intonation; when reading use:
3. Use intonation
4. Word and sentence stress

# ALL THE SOUNDS OF ENGLISH

*(Copy, enlarge, and record each student reading he following at beginning and end of year.*

*Listen and make notes on a copy to select pronunciation helps for students. )*

Look around John. What do you see?

I see ten men talking, measuring, and building a fence,

nine birds flying high in the sky,

eight flocks of geese quacking around a cool, blue lake,

seven pretty clouds floating in the air above your house,

six brown sticks a boy threw on the ground,

five wild berries that children will bite with pleasure,

four hot, thirsty horses drinking water noisily,

three apple trees heavy with juicy fruit, two old walking shoes by the barn door,

and one sun that shines until the day is done.

(From Delores Freeman Cork)

# Practice on Thirty-one Difficult Sounds

By Mark G. Maxey

**TH**

The TH sound is made with the tongue, the teeth, and the breath.

Put the tip of our tongue between your teeth and blow.

1. **Pronounce these words:**

|  |  |  |  |
| --- | --- | --- | --- |
| think - thick | think - thank | mouth - teeth | think - sank |
| face - faith | south - north | dirty - thirty | mouse- mouth |

2. **Practice these sentences:**

(1) Think, then talk.

(2) Thank God for everything

(3) Always say, “Thank you.”

**F**

To make the F sound, scratch your lower lip slightly against your upper teeth and blow lightly at the same time.

Sometimes GH has the sound of F.

1. **Pronounce these words:**

|  |  |  |  |
| --- | --- | --- | --- |
| fan - fun | fur – fire | father - farther | huff - puff |
| rough - tough | fold – hold - behold | face full - faithful |  |

2. **Practice these sentences:**

(1) Firemen fought the fire.

(2) Be faithful to your heavenly Father.

(3) Fighting the fire will make you huff and puff. (4) Put no faith in your face.

**V**

To make the **V** sound, scratch your lower lip lightly against your upper teeth and use your voice.

1. **Pronounce these words:**

|  |  |  |  |
| --- | --- | --- | --- |
| van - vine | visit – voice - | Vision - virtue | love - give |
| four - five | seven - eleven | fifty five - fifty seven | seventy five - seventy seven |

2. **Practice these sentences:**

(1) God gives you a vision of living. (2) Have you a very soft voice?

(3) We drove the van under the vine and visited from five to seven.

3. **Do not say B when you mean V. Try these words:**

berry - very van - ban best -vest vase - base bow - vow vote – boat

4. **Learn the difference between F and B. Try these words:**

|  |  |  |  |
| --- | --- | --- | --- |
| fan - van | face - face | fine - vine | veal - feel |
| fairy - very | half - have |  |  |

**P**

To make the **P** sound, put your lips together and send a little puff of breath between them.

1. **Pronounce these words:**

pop - mop - top puppy - puppet pump - pipe Paul - Peter

2. **Practice these sentences:**

(1) If Peter Piper picked a peck of pickled peppers, how many peppers did Peter Piper pick? (2) Peter, Peter, Pumpkin Eater put his wife in a pumpkin shell.

**B**

To make the **B** sound, make your breath go through your two lips.

Use your voice and sound **B** in your throat.

1. **Pronounce these words:**

bib - bob baby - maybe babble - rabble tribal - Bible

tip - bit type - bite Big Ben - big pig bill - pill be - pea

2. **Practice these sentences:**

(1) Baby boy Jesus was born in Bethlehem. (2) Billy held the big book in his lap.

(3) Maybe the baby will weep when put in the tub.

**L**

The **L** sound is made with the tongue and the voice. Press the tip of your tongue against your hard palate. The sound comes out at the side.

1. **Pronounce these words:**

silly - billy life - rife lamp - lamb all night - all right

load - lord fool -full luck - ruck light - right lollapalooza - hallelujah

2. **Practice these sentences:**

(1) The Bible gives light to life

(2) The fool will fail to find the life. (3) Alright! I will work all night.

**R**

The **R** sound is made with the tongue and voice also. Lift the tip of your tongue a little. Then curl the tip back. The side of the tongue will touch the upper teeth on both sides. The sound is made in the throat. The air comes out along the roof of the mouth and over the tip of the tongue.

1. **Pronounce these words:**

lear - rear mother - father redeem - repent really - truly light - write left - right fruit - flute lull - trill

2. **Practice these sentences:**

(1) Be ready to read.

(2) A rabbit ran around the rock. (3) Really and truly, I will

(4) The left road is right; the right road is wrong. (5) Write by the light of the lamp

3. **L and R are different. Try these words:**

lay - ray lap - rap lent - rent lip - riplight - right

long – wrong lead – read led – red lamp - ramp load - road

4. **Practice this sentence:**

(1) The three R’s of education are: Reading, ‘Riting, and ‘Rithmetic.

**N and M**

To form **N,** press your tongue against your hard palate. Now sound **N** in your nose. To make the **M** sound, press

both lips together and sound your breath. **M and N** are different.

1. **Pronounce these words:**

then - thin fun - fin noon - moon ten - men nine- mine

man - ma’am name - mane same - sane reason- season many – mini

sun - sum

2. **Practice these sentences:**

(1) A Christian has a new name.

(2) The thin man’s name was the same as mine.

**Is The - Was The**

Phrases to teach distinct separation of words and clear pronunciation of word endings:

1. **Pronounce these words:**

|  |  |  |
| --- | --- | --- |
| is the - was the | is a - was a | is there - was there |
| let the - led the | how did it - who did it | that there is - he who has |

**S**

To make the **S** sound, put your teeth together, hide your tongue behind your teeth. Now hiss.

1. **Pronounce these words:**

seeds - speak stops - slips miss - hiss says - does

stands- sits savor - Savior raisins - reasons seasons - sessions

2. **Practice these sentences:**

(1) He stands when he speaks, stops when he thinks, and sleeps when he sits.

3. Sometimes **C** sounds like **S**.

ice face fence place sauce since mince

**Z**

To form **Z**, put your teeth together. Hide your tongue behind your teeth, Hum.

Sometimes **S** is pronounced like

**Z**.

1. **Pronounce these words:**

zeal - zealous busy - lazy bees - buzz is - was zero - zoom nose - toes freeze - knees zoo - zebra cars – bars

2. **Practice these sentences:**

(1) The flies buzz and zoom around the lazy zebra’s nose. (2) Many days my cousin was busy in his cozy office.

(3) Before he was lazy, but now he is zealous.

3. **Distinguish between S** and **Z**.

Sue - zoo face - phase see - Z grace – graze

**SH**

To make the **SH** sound, push your lips forward, lift your tongue a little, then blow.

1. **Pronounce these words:**

shoe - shop she - shell sheep - shepherd fish - dish bush - sash shall - shill shallow - shoal wash - wish dash - rash

2. **Practice these sentences:**

(1) The Shepherd of the sheep.

(2) The ship hit the shoal in the shallows.

(3) She put the fish on the dish and the shell on the shelf. (4) She sells sea shells by the sea shore.

**CH**

To make the **CH** sound, sound **T** and **SH** close together. **T-SH** makes **CH.**

1. **Pronounce these words:**

charred - chairs crutch – clutch such - much reach - leach child - chilled search - church cheek - check chase - chaste

2. **Practice these sentences:**

(1) You must check such a crutch very much.

(2) The children chose the chairs for the church.

**T**

To form **T**, use your breath. Tap your tongue back of your upper teeth.

1. **Pronounce these words:**

tit - tat - tot let - hot - sat Timothy - Titus – Thomas Rin Tin Tin tintinnabulation tantalizing temptation

2. **Practice these sentences:**

(1) Timothy, Titus, and Thomas.

(2) Learn to resist tantalizing temptations. (3) Hear the tintinnabulation of the bells.

**Distinguish between T and D**

1. **Pronounce these words:**

mit - mud lit - lid dirty - duty dill - till tingle - dangle dub - tub toad -dote bid - bit clot – clod bleed -blood

2. **Practice these sentences:**

(1) The road was filled with dirty mud. (2) Do your duty to God and country.

**D**

To form **D**, use your breath. Tap your tongue back of your upper teeth. Use your voice.

1. **Pronounce these words:**

did - dad -due God - good dog - bog

2. **Practice these sentences:**

(1) Hey diddle diddle, the cat and the fiddle, the cow jumped over the moon . . . (2) God is great and God is good.

**W**

To make the **W** sound, round your lips and blow. Use your voice.

1. **Pronounce these words:**

who would - few would wood - food will - walk witness -wisdom

2. **Practice these sentences:**

(1) The whole world needs God’s wonderful wisdom. (2) Who will walk with me to the wonderful waterfall?

**WH**

To learn to make the **WH** sound, first sound **H** and next **W**. Quickly **H W**.

Turn it around and say **W - H**, **WH.**

Hold a sheet of paper before your mouth. Sound **H**, then **WH.** What happens?

1. **Pronounce these words:**

what - when where - why which - while wheel - whirl whistle - whisper white - whine whelp - whoop whisk - whip

2. **Practice these sentences:**

(1) Always ask five questions: who, what, where, when, and why

(2) Why are we here? What do we believe? Where are we going? When will we arrive?

(3) Why are we alive? Who do we love?

**Pronunciation Exercises** Remember **W** and **WH** are different.

1. **Pronounce these words:**

|  |  |  |  |
| --- | --- | --- | --- |
| witch - which | wear - where | whale -wail | weather - whether |
| whirled - world | were - whir | white - wight | wet - whet |
| while - wile | wine - whine |  |  |

**IR, ER, UR, OR**

Very often these letters sound the same coming at the end of the word. With each side of the tongue resting on the teeth at each side of the mouth, the center of the tongue drops down to form a “U”. The lips are open and

oval. The tip of the tongue curves up toward the top of the mouth but not touching it. The front teeth are open about one centimeter. The sound is formed in the throat.

1. **Pronounce these words:**

sir - stir prefer - occur transfer- amateur donor -honor were -whir fir - cur

2. **Practice these sentences:**

(1) Sir, we prefer to honor the donor of the azure amateur banner. (2) Stir the soup! Stir and stir and stir.

(3) In honor preferring one another.

**G**

To make the **G** sound, tap the back of your tongue against your soft palate. Now use your voice.

# How To Teach Vowels

1. **LISTEN AND REPEAT** *(Most common method of teaching sound)*

Say the target sound – students repeat it

If you are teaching a long word with multiple syllables, say

* + - 1. the final syllable first – students repeat it
      2. next to the final syllable second – students repeat the two syllables together
      3. work backwards in this manner until the students can pronounce the whole word.

**EXAMPLE:**

Word=Pronunciation

|  |  |  |
| --- | --- | --- |
| **Order** | **Syllable** | **How to Pronounce** |
| 1 | tion | tion (shun) |
| 2 | a | a tion |
| 3 | ci | ci a tion |
| 4 | nun | nun ci a tion |
| 5 | Pro | Pro nun ci a tion |

1. **ISOLATION** *(Good for focusing on specific sound)*

Isolate the specific sound instead of presenting it in a complete word. Present the sound as a single sound. Students repeat the sound.

1. **MINIMAL PAIRS –** *two words that vary in only one sound* **-** *(Good for focusing on just one sound; students also will expand their vocabulary)*
2. rat / rate
3. pin / pen
4. dim /dime
5. bat/ pat
6. **RECORD AND PLAY –**

*(Good for individual feedback; allows students to self-correct pronunciation)*

Encourage student to listen to what he/she actually said and not what he/she thinks was said.

1. **USE A MIRROR**

*(Students can view their mouth movements while working on their pronunciation)*

Encourage students to look at teacher’s mouth and face while the teacher pronounces certain sounds

Students can then see what movement their mouth and face are making.

1. **PHONETICS**

International Phonetic Alphabet – Teacher can use the phonetic symbols based on the International Phonetic Alphabet to represent sound. If using this method, the students must learn the phonetic alphabet first. It may then be used at any time to represent sound.

1. **SHOW A VOWEL DIAGRAM –** If using phonetic symbols. Diagram of where each English vowel sound is produced.

English Alphabet – Teacher can use sounds in English, similar to the sound being taught, to teach a specific sound. *Example: emotion=emoshun*

1. **SING**

Usually requires person to maintain vowel sounds for more than a moment.

It may give students a chance to focus on the target sound and adjust what they are doing.

1. **TONGUE TWISTERS** *(More popular for teaching consonant pronunciation)*

They add an element of fun that can help student relax and be more daring in their attempts at English.

# Rules For Vowles

**(EnglishHints.com)**

1. **SHORT VOWELS**

If a syllable ends in a

1. vowel and then a consonant, the vowel is usually short
2. vowel and then a double consonant, the vowel is almost always is short

Past Tense –

If there is a need to keep the same short vowel sound, double the consonant.

Example: Stop 🡪 “stopped”

If the consonant is not doubled, the silent “e” rule would give it a long vowel sound.

Example: “biked”

1. **SILENT “E” RULE**

If a vowel and consonant are followed by an ‘e’,

1. The ‘e’ is almost always silent.
2. It causes the preceding vowel to be long.

*Examples:* fake, mate, rake, pane, ride, flute

Combined Vowels – Old children’s rhyme

“when 2 vowels go walking, the first does the talking.”

‘ai’, ‘ay’, ‘ea’ ‘ee’, & ‘oa, - usually the 1st vowel is long and the 2nd one is silent

Examples: **plain** (sounds like “plane”), **beat** (sounds like beet)

1. **OTHER LONG VOWELS**
2. A vowel at the end of a syllable is almost always long, except in the silent “e” instances (above)

Examples: be, he, she, tornado

1. *-Igh and -ight* are usually long I (and silent GH):

*Examples:* right, sight, blight, tight

# Consonant Blends

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| bl | br | cr | cl | dr |
| |  | | --- | |  | |  |  |  |  |
| pr | sk | sc | sm | sl |
| |  | | --- | |  | |  |  |  |  |
| sh | ch | th | ph | wh |
| |  | | --- | |  | |  |  |  |  |
| fr | fl | gr | gl | pl |
| |  | | --- | |  | |  |  |  |  |
| sn | sp | sw | st | tr |
| |  | | --- | |  | |  |  |  |  |
| tw | str | scr | spi | spl |
| |  | | --- | |  | |  |  |  |  |

# Teaching Consonant Blends

**Consonant Blends** *(at beginning or end of word)*

1. two or more consonants blended together
2. each consonant may be heard in the blend

Examples:

1. bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp, st
2. str, spl, spr
3. **Teaching Method:**
4. Introduce them in groups

Examples:

1. “l” blended group (bl, cl, fl, gl, pl, sl)
2. “R”-blended group (br, cr, dr, gr, pr, etc)
3. Use cue cards to introduce the concept of blends and digraphs – Refer to: “Consonant Blend R/L” sheet
4. **Consonant Digraphs**

Two consonants stand together to represent a single sound.

Examples:

1. sh, ch, th, wh, (most common – usually introduced first)
2. ph– referred to as the “h” brothers

**Refer to: Consonant Digraph Pronunciation I and II sheets**

*Other Words with CONSONANT BLENDS*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **“KN”** | | | | |
| 1. knee | 1. know | 1. knife | 1. know | 1. knight |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **“CK” (end of word)** | | | | | | | | | | | | | |
| 1. check | | | 1. duck | | | | 1. neck | | | | 1. sick | | |
| 1. chick | | | 1. lick | | | | 1. rock | | | | 1. sock | | |
| 1. **“CH” (beginning of word) (CH)** | | | | | | | | | | | | |
| 1. chain | | 1. chat | | | | 1. check | | | | 1. chick | | |
| 1. chilly | | 1. chin | | | | 1. chip | | | | 1. chop | | |
| 1. **“CH” (beginning of word) (K)** | | | | | | | | | | | | |
| 1. character | 1. Christian | | | | 1. chorus | | | | 1. chronological | | | |
| 1. chemist | 1. ache | | | | 1. echo | | | | 1. school | | | |
| 1. **“CH” - (SH)** | | | | | | | | | | | |
| 1. machine | | | | 1. champagne | | | | 1. chef | | 1. chaperone | |
| 1. moustache | | | | 1. parachute | | | | 1. chauffer | | 1. charade | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **“LL”** | | | |
| 1. ball | 1. doll | 1. shell | 1. well |
| 1. bell | 1. hill | 1. tall | 1. wall |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **“SH”** | | | | | | | |
| 1. dish | | 1. fish | | 1. shape | | | 1. sheep |
| 1. shell | | 1. ship | | 1. shop | | | 1. wash |
| 1. **“TH”** | | | | | | | |
| 1. bath | | 1. math | | 1. path | | 1. thick | |
| 1. thin | | 1. think | | 1. three | | 1. thumb | |
| 1. **“GH” –G** | | | | | | | |
| 1. ghost | 1. ghetto | |  | |  | | |
|  |  | |  | |  | | |
| 1. **“GH” - SILENT GH (end of word)** | | | | | | | |
| 1. caught | 1. taught | | 1. brought | | 1. laugh | | |
| 1. weight | 1. dough | | 1. eight | | 1. drought | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **“GH” – F (end of word)** | | | | | | | | | |
| 1. cough | 1. enough | | | 1. tough | | | 1. laugh | | |
| 1. enough | 1. rough | | |  | | |  | | |
| 1. **“NG”** | | | | | | | | | |
| 1. bang | 1. gang | | | 1. sang | | | 1. ring | | |
| 1. Long | 1. lung | | | 1. ring | | |  | | |
| 1. **“PH”-F** | | | | | | | | | |
| 1. Enough | 1. Tough | | | 1. Rough | | | 1. graph | | |
| 1. phone | 1. phonetics | | |  | | |  | | |
| 1. **“QU”-KW** | | | | | | | | | |
| 1. quality | | | 1. quick | | | 1. quiver | | | 1. queen |
| 1. question | | | 1. quiet | | |  | | |  |
| 1. **“SH”-sh-h-h** | | | | | | | | | |
| 1. cash | | 1. fashion | | | 1. foolish | | | 1. shame | |
| 1. shelter | | 1. should | | | 1. show | | | 1. trash | |
| 1. **“TH”-voiceless (soft sound)** | | | | | | | | | |
| 1. anything | | 1. author | | | 1. bath | | | 1. breath | |
| 1. cloth | | 1. health | | | 1. teeth | | | 1. nothing | |
| 1. **“TH”-voiced (hard sound)** | | | | | | | | | |
| 1. that | | 1. the | | | 1. brother | | | 1. breathe | |
| 1. those | | 1. through | | | 1. although | | | 1. southern | |
| 1. **“WH” – HW (soft)** | | | | | | | | | |
| 1. What | | 1. When | | | 1. where | | | 1. which | |
| 1. why | |  | | |  | | |  | |
| 1. **“WH”-H (silent w)** | | | | | | | | | |
| 1. who | | 1. whole | | |  | | |  | |
| 1. **“tion”-shun (often makes a verb into a noun)** | | | | | | | | | |
| 1. information | | 1. inflammation | | | 1. combination | | | 1. relationship | |
| 1. nation | | 1. relation | | |  | | |  | |

# Teaching Short Vowel Pronunciation

**Importance of Teaching Short Vowels First**

Always teach students the short vowels before the long vowels.

Besides the fact that the short vowels are more difficult to remember than the long vowels, they are also the most common vowels students will come across at first, while they’ are reading.

Visual Clues

For **visual learners**, consider using picture clues to help them remember the short vowel sounds.

Example, you can make the letter

* “a" look like an apple with a stem off to the side.
* “e" can look like an elephant with a trunk.
* “i" can look like two insects (a worm and a flea).
* “o" can look like the head of an octopus.
* “u" can look like the hook of an umbrella.
* Embellish each picture as necessary.

# Teaching Long Vowels

Place emphasis on the formation of the jaw, mouth and tongue. After teaching long “a”, “i”, and “e”, demonstrate difference in sound between “peel”, “pale”, “pile”.

1. **“a”** (and sometimes “ea”, “ey”, “ai”, “ei”,-french words ending in “et”, “ee”, “e”, “ie”)–
   1. jaw slightly open; large smile;
   2. “a” comes from back of throat and then lower jaw moves slightly toward upper jaw to form a long “e” to finish the sound of long “a”.
   3. change, great, break, obey, rain, reindeer, sleigh,(*from French words*) - buffet, fiancée, bouquet, matinee, lingerie
2. **“e”** (sometimes “ea”, “ie”, “y”, “ui”, “ae”) –
   1. bottom and top frontal of teeth in same position,
   2. teeth slightly open, lips open,
   3. tongue tense and tip curled under against bottom teeth
   4. belief, field, niece, piece, police, automobile, poorly, happily, gasoline, suite, Caesar)
3. **“i”** (sometimes “ai”, “ei”, “ie” before “gh, “gn” “nd” at end of words, “ui” “y”- (sounds like two syllables- ah-ee) –
   1. form jaw and mouth to say “ah”
   2. bring jaw up
   3. say long “e”
   4. ice, pie, advice, bite, mile, drive, live\*, hi, high, height, light, fight, sign, thigh, eye, I, rhyme

*(\*Note: also word live with short “i”-determine based on context of sentence)*

1. **“o”-**(sometimes “ou”, “ot”, “ou” “ew”, “ough”, “eau*” (French ending)*
   1. jaw slightly open;
   2. lips formed in circle;
   3. tongue curls up slightly while making the sound
   4. old, cold, folk, yolk, comb, sew, pillow, yellow, own, row, bow\*, sow\*, row\*, bureau, depot, soul, thorough)

(*Note: other words sounding the same, but meanings are different – bow/beau; sow/sew; row/roe)*

* 1. **“ou”** – sounds like two syllables – ah-00 – jaw very open for “ah”, close to make “oo” sound – (out, house, flour\*, ounce, drougt, hour (silent “h”), cow, how, brown, owl
  2. **“oi”** – (sometimes “oy”) sounds like to syllables – oh-ee – form mouth in long “o” and say “o”; then say long “e” (boy, coin, Ilinois *(“s” is silent*), noise)
  3. **“oo”** – sometimes sounds like long “u” without the “y” sound; sometimes it sounds like a combination for short “o” and short “u” (boot, soot, foot, cool)

1. **“u”** – (sometimes “ew”, “eau”, “eu”, “ou”) –
   1. sounds like the word “you”-
   2. used, uniform, university, fuel, cute, abuse, excuse, computer, beauty, few, feud, youth, coupon

# Voiced and Voiceless

**b, d, th (as in then), l, r, z, j (as in Jane)**

**What is Voiceless?**

Voiceless consonants use **hard** sounds.

If a consonant is voiceless you can know by putting your finger on your throat.

You will feel no vibration in your throat as you say the sounds of the letter, you should just feel a short explosion of air as you pronounce.

Pronounce each of these consonant sounds and feel NO vibration in your throat.

**p, t, k, s, sh, ch, th (as in *thing)***

**Careful! Some Consonants Voiced, but are Voiceless**

When consonants are put in groups they can change the voiced or voiceless quality of the consonant that follows.

A great example of this is the past simple form of [regular verbs](http://esl.about.com/od/beginnerpronunciation/a/past_pronounce.htm). <http://esl.about.com/od/beginnerpronunciation/a/past_pronounce.htm>

As you know, regular verbs add -**ed** to the end of the verb in the past simple

play – played wash – washed live - lived

These [past simple verbs](http://esl.about.com/od/teaching_tenses/a/How-To-Teach-Past-Simple.htm) all end in **'-ed'**. However, some of the verbs are pronounced with a voiceless '**t'** sound and some are pronounced with the voiced '**d**' sound.

**Why? Here are the rules:**

* If -**ed** is preceded by a voiceless consonant sound (p, k, sh, etc.)

**-ed** sounds as a voiceless '**t**'. Remember that the 'e' is silent.

* If -**ed** is preceded by a voiced consonant sound (d, b, v, etc.)

-**ed** sounds as a voiced '**d**'. Remember that the 'e' is silent.

* If -**ed** is preceded by a vowel sound (often 'ay')

**-ed** sounds as a voiced '**d**' because vowels are always voiced.

Remember that the 'e' is silent.

* ***Exception***: If -**ed** is preceded by '**t**' pronounce a voiced -**id**.
* In this case, the '**e**' is pronounced.

This pattern can also be found with [plural forms](http://esl.about.com/od/common_mistakes/a/Plural-Noun-Forms.htm).

If the consonant preceding the **'s**' is voiced,

'**s**' will sound as voiced '**z**':

chairs machines bags

If the consonant preceding the **'s**' is voiceless, 's' will sound as voiceless 's':

bats parks pipes

# Intonation

1. **Importance of Intonation**
2. Gives the language its rhythm and
3. Helps the receiver of the information understand what the person is saying.
4. **What is Intonation?**

Intonation comes from stress on certain key words within a sentence, which give the sentence its meaning. The key words are the:

1. nouns,
2. main verbs,
3. adjectives, and
4. other words when needed.
5. **Syllabic v. Stress-timed Language (English)**

English is a stress-timed language. Many other languages are syllabic.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SYLLABIC LANGUAGE** | | | | | |  | **STRESS-TIMED LANGUAGE** | | | | | |
|  |  |  |  |  |  | **STRESS** |  |  |  |  |  |  |
| John, | re | mem | ber | the | milk | **SYLLABLES/WORDS** | John, | re | mem | ber | the | milk |

***Example:***

I like bike riding in the park because it makes me feel joyful.

1. I like BIKE RIDING in the park because it makes me feel joyful.
2. I don’t like DRIVING in the park; I like BIKE RIDING.
3. I like bike riding in the PARK because it makes me feel joyful.
4. I don’t like bike riding to the STORE.
5. I like bike riding in the park because it makes me feel JOYFUL.
6. I like riding in the park because it makes me feel joyful and not TIRED.
7. **INTONATION AND RHYTHM**

One of the most common ways to place emphasis on a word is to elongate (make longer) the main vowel sound in the word.  This helps the other person to understand and produces the RHYTHM of the language.

1. **METHODS TO IMPROVE INTONATION**
2. Use audio or video for which you have the transcript and students have a copy.
   1. Students listen and identify the nouns, main verbs, adjectives, and adverbs.
   2. Teacher checks to see if all correct words are identified which the speaker emphasized.
   3. Students practice speaking along with the person on the tape and put emphasis on the same words as the speaker.
   4. Repeat until the students’ intonation matches with the person on the tape. (Or speaker)
   5. Teacher listens for the students’ rhythm when they are speaking.
      1. Is the rhythm correct?
      2. Does it sound right?
      3. Is the student stressing the correct syllables in the words in the sentence?
      4. Is the student stressing the correct words in the sentence?

***Helpful Hints*:**

* *Start with simple sentences and work on the correct syllables/words to emphasize and why.*
* *Students read along with you.*
* *Assign this type of exercise as homework*
* *Search something like “English emphasis when speaking” and you will find sites with intonation exercises*.

1. Use rhymes, tongue twisters, songs
2. clap hands or
3. use some other physical means of expressing rhymes, tongue twisters, etc.

This can also be done when reading aloud in English. It is good practice for the students and helps to keep the rhythm of the language when speaking.

# Short Vowel Reading

**Jan and Ted**

Jan and Ted saw a rat in the yard. “Get rid of it!”, said Jan. “The cat will kill the rat”, said Ted, and he let the cat get the big rat. But the cat did not kill the rat. It bit the rat and hit the rat, but then it quit. “The cat will not kill the rat!” said Ted. “The cat just wants to have fun.” Jan and Ted have a pet cat. The cat is big and it cannot swim. Ted and the cat went to swim, but the cat ran back to Jan. Jan was mad, so she hit Ted. “Don’t hit me”, said Ted. Jan did not let the cat swim.

**Watermelon**

Watermelon is a delicious fruit.

It is called watermelon because it is mostly water. In fact it is 92% water.

It’s usually round and green on the outside. When you cut open a watermelon it’s red or yellow inside. Sometimes there are black seeds inside and sometimes the watermelon is seedless.

Watermelons are grown all over the world. The largest producer of this fruit is China. More watermelons are gown in China than anywhere else in the world. Many people like to eat watermelon, especially on a hot summer day!

Vocabulary help!

1. delicious (adjective) – having a very good taste or smell
2. especially (adverb) – more than usual
3. in fact (adverb) – in reality
4. mostly (adverb) - for the greater part of, almost all
5. seedless (adjective) – has no seeds
6. sometimes (adverb) – at times, now and then
7. usually (adverb) – commonly, normally

Jazz Chants

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# Jazz Chants (STRESS, INTONATION, RHYTHM)

From Carolyn Graham’s book *JAZZ CHANTS*

1. Be sure students know all the key vocabulary.
2. Write the chant on the board or have a printed copy..
3. Read the entire chant to the class.
4. Read one line at a time and have students repeat the line until they can say most of the words.
5. Add the rhythm (clapping, marching, or pounding the table or a drum).
6. Let the class do the rhythm and say it at the same time.
7. Let "soloists" say it while everyone else claps.

**Try having the class write chants (maybe about themselves).**

**Stories can be made up about anything. Just have the class clap to a rhythm while they are saying their story.**

1. Any country or place can be inserted instead of "Costa Rica" or "California."
2. Model the first line
3. Students repeat it.
4. Snap your fingers or clap your hands to 4/4 time while reading the chant
5. After the chant has been learned, divide into two groups.

a. Group 1 chants the poem: "I went to Costa Rica one fine day..."  
b. Group 2 chants: "Warm people, Loving people, Hearts so kind."

**#1 Warm Loving People**

I went to Costa Rica one fine day.  
I went to Costa Rica one fine day.

And what did I find?  
What did I find?

Warm, loving people with hearts so kind,  
Warm, loving people with hearts so kind

I have a class in California yes I do.  
I have a class in California yes I do.

And what do I find?  
What do I find?

Warm, loving people with hearts so kind,  
Warm, loving people with hearts so kind.

I do, I do, I do, do, do.  
I do, I do, I do, do, do.